DEPARTMENT OF SOCIAL WORK (AIDED)

CHOICE BASED CREDIT SYSTEM (CBCS)
Learning Outcome-based Curriculum Framework (LOCF)
SYLLABUS

MASTER OF SOCIAL WORK (MSW)
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2023 - 2024

MADRAS CHRISTIAN COLLEGE
(AUTONOMOUS)
College with Potential for Excellence
Affiliated to University of Madras
Tambaram
Chennai – 600 059

MADRAS CHRISTIAN COLLEGE

VISION

Madras Christian College aspires to be an Institution of excellence transforming lives through education with a commitment to service.

MISSION

The Madras Christian College (MCC), with the inspiration of the love of God, offers to people of all communities' education of the whole person, which is congruous with God's revelation in Christ of the true nature of humanity and is appropriate to the needs of India and of the world.

GUIDING PRINCIPLES

- Academic Excellence
- Spiritual Vitality
- Social Relevance

GRADUATE ATTRIBUTES

The Madras Christian College defines the philosophy underpinning its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development and contribution to society. These attributes encompass characteristics that are transferable beyond the domain of study into the national and international realm fostered through curricular, co-curricular and extra-curricular engagements.

GA 1: Intellectual Competencies

- Graduates of MCC have a comprehensive and incisive understanding of their domain of study as well as the capability for cross-disciplinary learning.
- They have the ability to apply the knowledge acquired through the curriculum as well as self-directed learning to a broad spectrum ranging from analytical thinking to synthesizing new knowledge through research.

GA 2: Professional Ethics

- Graduates of MCC develop ethical and professional behaviour, which will be demonstrated in their chosen careers and constructive citizenship roles.
- They imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with people of special needs and diversity.

GA3: Leadership Qualities

- Graduates of MCC inculcate leadership qualities & attitudes, and team behaviour along democratic lines through curricular, co-curricular and extra-curricular activities
- They develop managerial and entrepreneurial skills to ideate and create new opportunities along with career readiness and capacity to take up various competitive exams.

GA 4: Holistic Skill Development

- Graduates of MCC develop critical thinking, problem-solving, effective communication, emotional and social skills
- They develop digital competency to live, learn and serve in society.

GA 5: Cross-Cultural Competencies

- Graduates of MCC imbibe cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities providing scope to understand, accept and appreciate individuals at local, national and international levels.
- They develop a global perspective through contemporary curriculum, culture, language and international exchange programmes

GA 6: Service-Oriented Focus

- Graduates of MCC have sensitivity to social concerns and a conviction toward social justice through a commitment to active social engagement.
- They are endowed with a strong sense of environmental awareness through the curriculum and campus eco-system.

GA 7: Value-Based Spiritual Development

- Graduates of MCC are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character.
- They develop virtues such as love, courage, unity, brotherhood, industry and uprightness.

POs for Postgraduate Programmes
Upon completion of a Postgraduate programme, the student will be able to

PO#	PO	Description of PO	Mapped with GA#
PO1	Domain Knowledge	• Develop intensive and extensive knowledge and expertise in their respective domains • Evaluate and create/construct domain specific knowledge in areas of learning, research and industry • Formulate and extrapolate the knowledge gained to apply in real – life situations and competitive examinations • Develop an aptitude for self-directed learning for excellence in their chosen area within the domain of study	GA1, GA3, GA4
PO2	Applicative knowledge and Lateral Thinking	• Translate theoretical understanding to experimental knowledge and solve complex problems using Systems/Design Thinking • Apply advanced knowledge and approaches to solve concrete and abstract problems in domain-related and multi-disciplinary issues. • Able to solve problems using unconventional and creative approaches	GA1, GA3, GA4
PO3	Innovation and Research	• Develop aptitude for innovation and entrepreneurship • Identify contemporary research problems, analyze data and propose solutions	GA1, GA4, GA5, GA6

PO4	Scientific Communication skills	• Document, prepare and present scientific work as reports and research articles in academic forums • Critically assess, review and present theories, principles and concepts	GA1, GA4, GA5, GA6
PO5	Digital skills	• Use of domain-related advanced software resources, computational skills and digital tools for data analysis, visualization and interpretation • Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences	GA1, GA2, GA3, GA4
PO6	Ethical practices	• Apply domain specific ethical principles and practices in academic, professional and social engagements	GA2, GA6, GA7
PO7	Career readiness and higher education	• Choose from diverse career options available in local, national and international realms. • Carry out further research or pursue higher education in the country or abroad	GA1, GA2, GA5

MSW Programme Specific Outcomes (PSO)

PSO #	Statement	Mapped with PO #
PSO1	Able to uphold and apply social work values, ethics and methods, perform appropriate leadership roles in diverse situations of social work practice, demonstrate social work skills in their professional practice and perform effectively in team environments.	**PO1, PO2, PO4, PO6, PO7**
PSO2	Able to use empathy and other interpersonal communication skills with different client systems and organizational context; apply advocacy skills to empower individuals and communities; demonstrate the ability in reflective and evidence-based practices for cultural competencies in their practice milieu and apply conceptual frameworks and theories of human behavior, health and the social environment to guide practice decisions and interventions.	**PO1, PO2, PO3, PO4, PO6, PO7**
PSO3	Demonstrate knowledge of human diversity and social inclusion in human service organizations and the communities they serve; engage in policy practices for advancing human rights and socio-economic, political and environmental justice by advocating with stakeholders the effects of policies on the lives of client groups, and practice professional volunteerism to reach out to people in vulnerable and marginalized situations.	**PO1, PO2, PO3, PO6, PO7**
PSO4	Develop a broad interdisciplinary knowledge and understanding of the mechanisms and effects of oppression and discrimination, and historical trauma of client groups to guide the development of socially just planning and interventions; engage in practices that advance social and economic justice and health through research, policy analysis, advocacy, and evaluation.	**PO1, PO2, PO3, PO4, PO6, PO7**
PSO5	Apply knowledge in research to study of social issues related to social work, practice ethics in research and academic writing, use software and computational skills necessary for research and engage in practice-informed research and research-informed practice.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7**
PSO6	Develop a knowledge base in social work administration and social entrepreneurship, demonstrate the use of appropriate evaluation methods to assess and improve organizational operations and/or client systems, and continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to develop contextually innovative intervention models, projects and programmes through field work and research.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7**

MSW ACADEMIC PROGRAMME

The course of study for Master of Social Work (MSW) will be for 2-years (full-time) extended over 4 semesters and shall consist of theory, field work and research dissertation. The Department offers two specializations during the II nd year namely, Community Development and Medical & Psychiatric Social Work and a student will have to choose one of them at the end of the I st year.

Duration of the Programme

The duration of MSW programme is two years spread across four semesters, each semester consisting of a minimum of 90 working days, inclusive of examination, distributed over a minimum of 18 weeks.

Programme Structure

The total credit of the MSW Programme is 100 credits. The MSW programme is organized into four semesters with specialization in the second year:

- Community Development (CD)
- Medical and Psychiatric Social Work (MPSW)

Course Design

The MSW programme shall include Theory Courses, Skill Enhancement Courses, Field Education, Project/Dissertation and Viva Voce.

The Theory Courses of the MSW programme shall include: Programme Core Courses, Supportive Courses, Specialization Elective Core Courses and General Elective Courses. The Programme Core courses are spread across the semesters. The general electives and specialization courses shall be distributed among third and fourth semesters along with other courses. There shall be various groups of Programme Elective/specialization courses for MSW programme. The students can choose any one of the elective/specialization group of courses, and would complete all the courses in the selected elective/specialization group. The department shall announce the group of electives available for offer in each academic year.

Skill Enhancement Courses are offered in each semester based on the competencies required at the respective levels.

Field Education is an integral part of the MSW Programme. The detailed syllabus, requirements and evaluating scheme are given in the curriculum.

Dissertation/Project shall be carried out under the supervision of a faculty in the department. A candidate may, however, in certain cases be permitted to work on the project in an Organization/ Institute on the recommendation of the Supervisor.

Viva-Voce for Field Work & Research Dissertation shall be conducted at the end of each semester of the MSW programme. It will be conducted by a Board of Examiners appointed by the Controller of Examinations (COE) of the college.

Eligibility for Admission

- A candidate should have passed a Bachelor Degree of this University or any other University accepted as equivalent by the syndicate of the University of Madras.

- The course of study for the degree of Master of Social work (MSW) shall be a full-time course extended over four semesters in a period of two years.

Medium of Instruction

The medium of instruction of MSW programme will be in English.

Eligibility for the Award of MSW Degree

The Degree of Master of Social Work is awarded to a candidate who as per regulation has

- Undergone a Post-Graduate course of study in social work extended over 4 semesters and has earned a minimum of 100 credits.

- Participated in a rural camp and study tour.

- Met the requirements prescribed by the course in relation to ICA, ESE, field work and research dissertation.

- Completed block internship for 30 days at the end of the course.

- Participated and completed the skill-based and co-curricular requirements.

THEORY CONTENT

The course content consists of core, supportive, general elective and specialization components. The core domain comprises theory in the social work profession related to history, ideologies, methods and intervention, field practicum and research. The supportive domain consists of courses that enhance understanding of the core courses such as sociology, psychology, etc. Specialization courses are in the areas of Community Development and Medical & Psychiatric Social Work. The elective domain consists of elective courses and a candidate should choose a minimum of 2 elective courses. Theory classes are held on 4 days in a cycle. Candidates should earn 66 credits in theory courses and 8 credits in skill based requirements. Candidates should have a minimum of 75% attendance in theory courses to be eligible to appear for the end of semester examination.

Concurrent Field Work

Concurrent field work is an integral part of the total training programme in Social Work. It consists of practicing social work skills for intervention under the guidance of professional social workers in selected placements. Such placements provide an opportunity to the learner to apply theory to practice and gain first hand experience. Under the concurrent field work there will be no classroom lectures on two-days in a cycle and on such days the students will report to the placement organizations. Field work will commence with orientation visits to selected social work organizations. The organizations selected for field work practicum should have a well-defined field work programme, willingness to give facilities for training for students and policy of maintaining high standards of welfare programmes. Field work will be organized under competent supervision provided by the field supervisors, who are members of the organization staffing. Dual supervision will be adopted in the field work practicum where the department faculty and the field supervisors assume responsibilities for the supervision of the students through individual weekly conferences and periodical consultations with the field supervisors.

Field work in each semester is an inseparable part of the social work programme. Students are expected to put in 100% of attendance in fieldwork (Rules & Regulations – Appendix I). Two days in a cycle are set aside for concurrent fieldwork of 15 hours per cycle. Each semester shall have a minimum of 24 days of concurrent field work spread over 12 weeks with 15 hours per cycle. Six credits are assigned for field work practicum in each semester. A student shall earn a total of 24 credits in 4 semesters of field work.

As part of the field work the student shall attend a rural camp in the second semester for a minimum of 10 days and submit a written report after the camp (Rules & Regulations of Rural Camp – Appendix II).

In the III/IV semester the students will go for a study tour to places of social work interest for a period not exceeding 10 days and submit a report of the same (Rules & Regulations Appendix II).

Block Internship Programme

Block internship is in addition to concurrent field work. It should occur at the end of the 2-year period and it may sometimes lead to students' employment in the organization. Completion of block internship is a requirement for course completion. The internship should be for 30 days with 8 hours per day totaling to 240 hours with 2 credits.

Research Dissertation

Every candidate is required to complete a research dissertation on a topic related to social work education, practice or some aspect of the field of specialization chosen by him/her. Candidates will select the topic of their research in consultation with the Head of the Department of Social Work. The research work will be carried out under the supervision and guidance of a faculty of the department. The research work will commence from the beginning of the month of March of the First year of the study and will proceed as per the schedule drawn by the department till March 1st of the second year of study (Appendix III). A candidate is required to

submit 2 typed and bound copies along with the online submission of PDF of the research dissertation to the department on or before March 1st of the second year of study. The research dissertation will be evaluated by 2 examiners and the students will have to defend their work in a *viva voce* and the research dissertation carries 6 credits.

ASSESSMENT PATTERN

Theory

- Each theory course is awarded 100 marks consisting of 50% Internal Continuous Assessment (ICA) and 50% for End of Semester Examination (ESE).
- General Elective (2 Credit Papers) will consist of only Internal Continuous Assessment with a Term Paper at the end of the Semester. ICA will consist of 2 written tests and 1 innovative method of assessment for 50 marks. Term Paper will be at the end of the semester for 50 marks and Electives will be evaluated by the course teacher
- The Internal Continuous Assessment will consist of 3 continuous assessments and the best of two will be taken for the average. The ICA will consist of tests, assignments, seminars and other innovative methods designed by the course teacher.
- A candidate scoring less than 10 marks in the Internal Continuous Assessment will have to repeat the semester subsequently.
- A candidate shall not be permitted to appear for the any theory paper after 2 years of course completion.
- A candidate who has failed in any core theory and elective course has to pass only that course.

Concurrent Field Work and Block Internship

- Concurrent field work for each semester will consist of 100 marks of which 50% will be internal assessment and 50% external assessment.
- A *viva voce* external examination will be conducted at the end of each semester.
- A candidate who fails in the field work shall not be eligible for the MSW Degree till he/she repeats the field work in consultation with the department and under supervision and secures pass marks.
- A candidate shall not be permitted to take a fieldwork examination after 2 years of course completion.
- No mark allocation for block internship but satisfactory completion is required for award of MSW Degree.

Research Dissertation

- The total marks for the research dissertation will be 100 marks consisting of both internal and external assessment.
- The dissertation will be evaluated by the faculty research guide of the department and by an external examiner.

- 50% marks will be awarded for internal assessment and 50% marks for the external examination.
- Continuous internal assessment will be carried out over one year in the 3rd & 4th semester.
- A candidate who fails in the internal assessment will not be permitted to proceed with the research work since there is no provision for ICA retake for research dissertation. Such candidates will have to redo the research work in the subsequent academic year.
- The external examiner will conduct a viva voce at the end of the 4th semester.
- A candidate who fails to submit the final research dissertation on or before the date stipulated by the department will have to submit it and appear for the external examination in the subsequent semester.
- A candidate shall not be permitted to submit the research dissertation after 2 years of course completion.

A candidate must acquire 100 credits to qualify for the award of the MSW degree.

Detailed Structure of Course and Credits for Four Semesters

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle			Duration of Exam	Marks			Credits
				L	T	P		ICA	ESE	Total	
Semester One	I	232SW1M01	Social Work Profession	4			3	50	50	100	4
		232SW1M02	Social Work Practice with Individuals & Families	3			3	50	50	100	3
		232SW1M03	Social Justice & Human Rights in Social Work	3	1		3	50	50	100	3
		232SW1M04	Sociological Foundations for Social Work	3			3	50	50	100	3
		232SW1M05	Psychological Foundations for Social Work	3			3	50	50	100	3
		232SW1M06	Generalist Field Work Practicum I & Field Work Supervision		2	10 (+5)					6
	II		Soft Skills I: Development Communication	1							
			Semester One Total	**30 (+5)**			-	-	-	-	**22**

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle			Duration of Exam	Marks			Credits
				L	T	P		ICA	ESE	Total	
Semester Two	I	232SW2M01	Social Work Practice with Groups	3			3	50	50	100	3
		232SW2M02	Community Organization & Social Action	3			3	50	50	100	3
		232SW2M03	Social Work Research & Statistics	4			3	50	50	100	3
		232SW2M04	Social Welfare Administration	3			3	50	50	100	3
		232SW2M05	Community Health	3			3	50	50	100	3
		232SW2M06	Generalist Field Work Practicum II & Field Work Supervision		2	10 (+5)		50	50	100	6
	II		Soft Skills II: Leadership & Personality Development	2							
			Semester One Total	**30 (+5)**			-	-	-	-	**21**

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle			Duration of Exam	Marks			Credits
				L	T	P		ICA	ESE	Total	
Semester Three	I		Technology & Social Work Practice	3			3	50	50	100	3
			Social Policy & Social Legislation	3			3	50	50	100	3
	Specialization Paper I		Community Development Practice (Or) Health and Social Work	4			3	50	50	100	4
	Specialization Paper II		Rural & Urban Community Development (Or) Mental Health & Psychiatric Disorders	4			3	50	50	100	4
	Electives		Environmental Justice and Social Work	3				50	50	100	2
			Global Social Work								
			Conflict Resolution & Peace Building								
	I		Specialization Field Work Practicum III & Field Work Supervision		2	10 (+5)		50	50	100	6
	II		Soft Skill 3: SPSS & Training for Placement	1							
			Semester Three Total	**30 (+5)**			-	-	-	-	**22**

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle			Duration of Exam	Marks			Credits
				L	T	P		ICA	ESE	Total	
Semester Four	I		Social Innovation & Social Entrepreneurship	3			3	50	50	100	3
	Specialization Paper III		Sustainable Development (Or) Medical Social Work	4			3	50	50	100	4
	Specialization Paper IV		Indigenous Community and Tribal Development (Or) Psychiatric Social Work	4			3	50	50	100	4
	Electives		Counseling Theory and Practice	3				50	50	100	2
			Social Work with Families & Children								
	I		Research Dissertation	4				50	50	100	6
	I		Specialization Field Work Practicum IV & Field Work Supervision		2	10 (+5)		50	50	100	6
			Semester Four Total	**30 (+5)**			-	-	-	-	25
			Part I Total	114			-	-	-	-	90
			Part II Total	6			-	-	-	-	10
			Grand Total	120			-	-	-	-	100

Soft Skills Programme spread over 3 semesters	**8 Credits**
Block Internship	**2 Credits**

Weightage for Correlation with POs/PSOs		
$0 \leqq C \leqq 5\%$	No correlation	-
$5\% < C \leqq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leqq C < 100\%$	Substantial / High	3

Pre-Semester collaborative workshop on Gender and Social work, minimum for 2 days Module

Preferred collaborative agencies:

The International Foundation for Crime Prevention and Victim Care (PCVC)	https://pcvconline.org/
Initiatives: Women in Development (IWID)	https://www.iwidindia.org/
Women Of Worth (WoW)	https://womenofworth.in/

	Soft Skills Course spread across I, II & III Semesters
Soft Skills 1:	Development Communication (15 Hours)
Soft Skills 2:	Leadership & Personality Development (30 Hours)
Soft Skills 3:	SPSS & Training for Placement (15 Hours)

The MSW programme consists of:

- Core courses, which are compulsory for all students.
- Specialization courses, namely, Community Development and Medical & Psychiatric Social Work, that a student can choose.
- Elective courses which a student can choose from amongst the courses approved by the department.
- Research - Dissertation and *Viva Voce.*
- Field Work, which includes Concurrent Field Work, Rural Camp and Study Tour and Block Internship
- Soft Skills Course

SEMESTER - I

STUDENT INDUCTION PROGRAMME: SOCIAL EXPERIENCE LABORATORY

At the beginning of the course the students attend a ten day Laboratory Course which is called Social Experience Laboratory (SEL) as recommended by the UGC curriculum. This is an induction programme which helps the students from various backgrounds to come together and share the social work platform. The SEL, a ten day experience, is the first activity for a fresher before starting the courses and fieldwork. The induction programme ranges between 8-10 days and is divided into different sessions as outlined below.

Course Outcomes:

Upon completion of the course students would be able to:

1. Enhance their self-awareness in relation to the professional role
2. Develop better understanding of one another through group processes
3. Acquire skills like observation, listening, verbal & nonverbal communication
4. Express feelings and appropriate reactions
5. Understand the importance of leadership and teamwork

SEL - OUTLINE

DAY	PROGRAMME
Day1	Prayer & Meditation Introduction and Welcome Ice Breaker History of the College and Department Observation-Quiz Department Tour –Assigning Responsibilities Break *Assignment – I*
Day 2	Reflections & Recap Ice Breaker Being-Belonging-Becoming Freedom vs. Rules Joining Together Break Calisthenics Field Visit *Assignment –II*
Day 3	Reflection & Recap Communication – Internal , External Social Media – Uses vs. Abuses

	Self Care Break Calisthenics Acts of Kindness *Assignment –III*
Day 4	Reflection & Recap Team Building Motivation Talk Break Calisthenics Dry Games *Assignment - V*
Day 5	Reflection & Recap Leadership/Styles/Functions Empowering Leadership, Contracting Break Calisthenics Wet Games *Assignment - IV*
Day 6	Reflection & Recap Field Work /Examination Procedure Value Clarification Library Visit Break SEWA General Body Planning for Shramdan *Assignment - V*
Day 7	Reflection & Recap Social Analysis Political/Economic/Social/Environmental Break Planning for Shramdan Department Song Practice *Assignment-VII*
Day 8	Reflection & Recap SDG/HDI/GDI/MDPI Meeting the Alumni Break Faculty Speak *Assignment – VII* Curriculum/Credit System/Exam pattern Planning for Shramdan Day
Day 9	"Shramdan" & 'Love Feast' Conclusion of SEL

SOCIAL WORK PROFESSION

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours/ Cycle**
Category	**Core Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course Description	Social Work profession is a foundation Core Course with four credits elucidating the origin and growth of the Social Work profession from the global and national context. The course gives an overview of the Social Work concepts, philosophy, values and code of ethics for the profession. It further emphasizes the affiliation to professional associations, Practice of Models and theories of Social Work and introduction to International Social Work.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recognize the underlying religio- philosophical foundations, ideologies and concepts related to Social Work.	**1, 3**	**K1**
CO2	Demonstrate the understanding of the Social Work ethics, values and skills towards Professional growth..	**1, 5**	**K2**
CO3	Apply the Social Work Theories, models and perspectives for practice.	**1, 2**	**K3**
CO4	Analyze the importance of Professional Social Work Education, Associations and International Social Work Practice.	**1, 2**	**K4**
CO5	Critically evaluate the challenges of Social Work Profession at the National & Global level.	**2, 3, 4, 6**	**K5 / K6**

	SYLLABUS			
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**Evolution and Introduction to Social Work** Global Perspective: Origin and growth of Social Work in the U.K U.S.A. Asia. Social Work in India: Origin & Growth, Religio-Philosophical foundation of Social Work in India. Ideologies: Gandhian Ideology, Liberalism, Humanism, Socialism, Secularism, Democracy. Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movements, Social Action, Social Development and Social Capital.	**12**	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**
II	**Foundations of Social Work** Elements of Social Work: Definition, Philosophy, Values and beliefs and Principles Functions of Social Work: Goals, Methods and Fields of Social Work practice in India	**12**	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**
III	**Social Work as a Profession** Characteristics, Scope of professional practice in India, Status of Social Work Profession. Supervision for Professional development, National and International forums for Social Work Profession- IFSW, ICSW, CSWE, IAPSW Code of Ethics: National code of ethics and International Code of ethics -IFSW Social Work Education: Review of Social Work education in India, Status of Social Work education, Link between education and practice, National and International forums for Social Work education - IASSW	**12**	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5/K6**

IV	**Approaches, Models and Standards in Social Work** Perspectives or Approaches: Rights based, Participatory, Humanist and existential perspective, Anti discriminatory and Anti oppressive perspectives. Models and Theory: Development, Empowerment and Advocacy Models, Generalist Intervention Model, Radical Social Work Standards & Competency: Social Work competencies and Professional Behaviour, Cross cultural Competency, Global Standards for Social Work(2020)	12	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**
V	**International Social Work** Brief History of International Social Work, Values and Beliefs of International Social Work, Goals of International Social Work, Knowledge Base of International Social Work, Levels of Practice in International Social Work, Sector of Practice in International Social Work Forces Influencing International Social Work: Modernization, Globalization, and Social Development. Models of Education for International Social Work: Personal Social Services Model, Social Welfare Model, Social Development Model, Global Social Transformation Model.	12	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**

Prescribed Books

1. G.R Madan (2010) Indian Social Problems, Volume I &II, Seventh Edition, Allied Publishers, Mumbai.
2. Karen K. Kirst-Ashman and Grafton H. Hull, Jr.(1993) *Understanding Generalist Practice* Chicago: Nelson-Hall.

Reference Books

1. Hepworth, Dean H. and Jo Ann Larsen (1986): Direct Social Work Practice – Theory & Skills (2nd Ed.). Chicago, Illinois, The Dorsey Press.
2. Boyle, Scott W.; Grafton H. Hull; Jannah Hurn Mather; Larry Lorenzo Smith; O. William Farley, (2006), Direct Practice in Social Work. New York, Pearson Education, Inc.
3. George K.N and P.K Visvesvaran (2002) Social Work Today - Present Realities and Future perspectives Madras School of Social Work, Chennai.
4. Gangrade.K.D (1976) Dimensions of Social Work, Indersing Marwah for Marwah Publications, New Delhi

5. Paul Chowdry (2000) Introduction to Social Work, Atma Ram & Sons, Delhi
6. Sanjay Bhattacharya (2003) Social Work – An Integral Approach, Deep & Deep Publications Pvt Ltd, New Delhi.

Suggested Readings

1. https://www.researchgate.net/publication/323448633_Emergence_of_Social_Work_Profession_in_India_From_Intercultural_and_Decolonial_Perspective
2. http://employmentnews.gov.in/Current_Prospects_Social_Work_India.asp
3. https://iswr.in/social-work-profession-in-india/
4. https://www.studocu.com/in/document/jamia-millia-islamia/history-and-philosophy-of-social-work/meaning-and-characteristics-of-social-work-profession/21294413
5. https://www.onlinemswprograms.com/social-work/theories/
6. https://www.cswe.org/getattachment/459d3db5-d4b8-413d-9ed0-a7633e306e8c/US-Based-Conceptualization-of-International-Social.aspx

Web resources

UNITS	WEB RESOURCES
1	https://www.slideshare.net/PrinceSolomon1/history-of-social-work-51412320 https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32 https://youtu.be/dWdTaM37tYA https://youtu.be/5h8OtLyzMhw https://youtu.be/Izwc5zPrUcw https://drive.google.com/file/d/19Stx8oJZTsYAmrr5P1SvKvGIztIKY2Dq/view?usp=sharing
2	https://youtu.be/m0o9E3jQGhI https://youtu.be/AvCfBwETqh4 https://youtu.be/OERIouCfY-4 https://drive.google.com/file/d/19TCQVn1iLF5R7UD9voKWZkbRq_x4W4UN/view?usp=sharing
3	https://drive.google.com/file/d/1FJ0wh9wqB-koc4ecJ6yJfo_uQPoKZrNQ/view?usp=sharing www.ifsw.org www.iassw.org www.cswe.org www.icsw.org
4	https://youtu.be/LViDtpROW-g https://youtu.be/iovLJ5Yqo8w https://youtu.be/7jpxU5VIl8Y https://youtu.be/-ptexwfsi9I https://youtu.be/L7Ae9nuLJcc

	https://youtu.be/MuQqvtk0crg https://youtu.be/1MY5_Ko1m5o https://drive.google.com/file/d/1xI5LtGr4iJT3KCrNvURtvZXcnJ89YglL/view?usp=sharing	
5	https://drive.google.com/file/d/1QMGSmEOJmvQn05d7JnL4hHQSN-EkbaX1/view?usp=sharing https://youtu.be/83jLmsngHPY	

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<td colspan="6" align="center">Programme Specific Outcomes</td>
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SOCIAL WORK PRACTICE WITH INDIVIDUALS & FAMILIES

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	Social Casework is one of the direct micro practice methods of social work and focuses on working with individuals and families. The aim of the course is to help students understand individuals and families from a systems and strength-based perspective, so that they can be helped to psychologically and socially cope with their situation and be well adjusted with their environment. The different modules of the course will examine the historical evolution of this method of social work practice, the various models of practice, the phases of working with individuals, the requisite skills and techniques of a caseworker, process of working with families and the scope of social case practice in different settings

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Understand the evolution of Social Casework as a method of Social Work Practice and its relevance in the Indian context.	**1, 2, 3, 4**	**K1 - K2**
CO2	Understand the principles, values & process of social case work in working with individuals and families	**1, 2, 3**	**K2**
CO3	Apply the models and therapeutic approaches of social casework practice in different settings	**1, 2, 3**	**K3**
CO4	Choose the appropriate tools and techniques in working with individuals and families	**1, 2, 3, 5**	**K4**
CO5	Design appropriate models of intervention for working with individuals and families who need professional help.	**1, 2, 3, 4, 6**	**K5/K6**

				Bloom's
UNIT	Content	Hours	CO's	Taxonomy Level
I	**Introduction to Social Case Work** **Social Case Work:** Nature, definition, objectives & historical development of social case work; philosophy and principles of social case work, case work ethics. Components of social case work: person, problem, place, and process. Brief introduction to counseling & psychotherapy as helping processes: objective and goals of each helping process and comparison with social casework.	8	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
II	**Tools and techniques in working with Individuals** **Social Case Work as Micro Practice:** Importance of worker-client relationship in micro practice. Meaning, Purpose, Characteristics: Empathy, Non-Possessive Warmth, Unconditional Positive Regard, Genuineness, and Transference, Countertransference; Use in Diagnosis and Treatment. **Interviewing: A Key Micro Skill** - Starting the interview - Conducting the interview - Challenges in interviewing - Terminating the interview. Worker roles in micro practise. Verbal and non-verbal behaviour; warmth, empathy, genuineness, transference and countertransference; Client self-determination and empowerment. **Essential Helping Tools & Techniques** for Practice: Rapport building, Observation, Listening, Home Visits, Collateral Contacts, Environmental Modification, Referral, Resource Mobilization, Other Supportive Techniques. Use of genograms and ecomap.	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
III	**Phases in Social Case Work and and Models for Practice** **Phases of helping process:** Phase I-Psychosocial study (interviewing, assessment, planning and techniques and tools of investigation,) Phase II diagnosis- types, process and steps in diagnosis, implementation and goal attainment Phase III- termination, evaluation and follow up. **Models in Casework practice**: Psychosocial, Psychoanalytical, Functional, Family-centered, Systems approach, Crisis intervention, and Problem-solving approach.	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

IV	**Therapeutic Approaches and Case Work Recording** **Therapeutic approaches** to working with individuals & Families (In brief): Counselling techniques relevant to practice, client-centered therapy, behavioural therapy, rational emotive therapy, transactional analysis, family and marital therapy. **Recording:** Uses, principles, structure and content, types – narrative, process and summary records, person oriented record; Case presentation as a tool of professional development. Supervision: Nature & Importance - Development of Personal and Professional self.	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
V	**Social Case Work Practice with Families and in different settings** **Importance of working with families**; Family assessment; Family conflicts, issues & problems; Variations in family structures. Planned Change Process with Families: Engagement, assessment and planning with families; Implementation of family intervention; Evaluation and termination with families **Social Case Work practice in different settings/agencies:** Family welfare, child welfare, correctional, industrial, health, and school settings.Casework and Information Technology: Tele-Help lines, Tele-counselling, and Online Therapy	8	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

Prescribed Books
1. Grafton H. Hull, JR.Karen.K. Kirst-Ashman (2004), The Generalist Model of Human Services Practice.
2. Mathew, Grace, (1993), An Introduction to Social Case Work, Bombay, TISS
3. Misra P. D. (1994), Social Work – Philosophy and Methods, New Delhi: Inter- India Publications

References:
1. Aptaker, Herbert (1982), Dynamics of Case Work and Counselling Boston, MiffinPub.
2. Hamilton, G. (2013), Theory and Practice in Social Case work, Rawat Publications.
3. Perlman, H.H. (2011), Social Case Work- A Problem-Solving Approach, Rawat Publications
4. Ratna Guha,(2012) Social Work with Individuals and Groups,) Centrum Press, New Delhi.
5. Upadhyay R.K. (2003). Social Case Work: A Therapeutic Approach, New Delhi: Rawat Publications

Web resources:

1. https://www.slideshare.net/LaxmikantGodbole/syllabus-of-social-case-work
2. https://ddceutkal.ac.in/
3. https://socialworklicensemap.com/become-a-social-worker/macro-mezzo-and-micro-social-work/
4. https://www.slideshare.net/RizwanAbbasBhatti1/social-case-work-week-4

	Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	2	2	2		3	2	3	3	3	2			K1
CO 2	3	3	2	2		3	3	3	3	3				K2
CO 3	3	3	2	2		3	3	3	3	3				K3
CO 4	3	3	2	2	2	3	3	3	3	3		2		K4
CO 5	3	3	3	2	2	3	3	3	3	3	3		3	K5 - K6
Wt. Avg.	3	2.8	2.2	2	2	3	2.8	3	3	3	2.5	2	3	
Overall Mapping of the Course					2.54							2.75		

SOCIAL JUSTICE & HUMAN RIGHTS IN SOCIAL WORK

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course investigates the relationship between human rights and social justice, looking at how social, economic, and political institutions influence the realization of human rights. Students will examine the historical and current situations of human rights and social justice, as well as the role of social work in promoting and defending human rights.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Demonstrate an understanding of the concepts of social justice and human rights, and their historical and contemporary contexts.	3, 4, 6	**K1-K2**
CO2	Understand core concepts and theories to develop cultural competence in promoting and analysis of contemporary human rights issues	3, 4	**K2**
CO3	Apply the impact of social, economic, and political systems on the realization and promotion of human rights.	2, 4, 5	**K3**
CO4	Critically analyze the role of social work in promoting and protecting human rights, and the ethical principles of social work and human rights.	1, 2, 3, 4, 5	**K4**
CO5	Develop strategies for promoting social justice and human rights in social work practice, including advocacy, community organizing, policy advocacy, and grassroots activism.	4, 5, 6	**K5-K6**

	SYLLABUS			
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Introduction to Social Justice & Human Rights** History - Meaning, Evolution, Concept and Generation of Human Rights. Theories of social justice and human rights, The impact of social, economic, cultural and political systems on Human Rights. Constitution of India and Social Justice - Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. UN Charter and Universal Declaration of Human Rights	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
II	**Mechanisms for Protecting & Promoting Human Rights** The role of National & International organizations in promoting and protecting human rights - United Nations Human Rights Commission, Human Rights Watch, Amnesty International, International Committee on Red Cross, United Nation High Commissioner for Refugees, National and State Human Rights Commission of India, National Women Commission, National Commission for SC/ST. International Conventions and UN Commissions - Convention on Refugees-1951, Convention on all forms of discrimination against women-1979, Violence against women -1994, Convention on Rights of the Children-1989, Convention against Torture-1984, Convention on Migrants - 1990, Beijing & Durban Conference 2001, Convention on Elimination of Racial Discrimination, International Conference on Dalit Rights – Washington 2015, UN Convention of Rights of People with Disability	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
III	**Contemporary Human Rights Issues - Global & National** Genocide, Apartheid, Fascism, Torture, Forced and Compulsory/Bonded Labour, Caste, Gender and Racial Discrimination, Death Penalty, Trafficking in persons and Prostitution, Police arrest, detention,	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

	Race, Caste, Gender and other discrimination based Honour/Arrogant Killing			
IV	**Social Work Practice in Social Justice and Human Rights** Recognizing and Responding Human right issues, Social Work Methods and Human Rights The Role and Skills of social worker in promoting social justice and human rights, Cultural Competence and Social Justice, Maintaining Human Rights profile in Social Work through, Field Work and Research.	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
V	**Strategies for Promoting Human Rights and Social Justice** Community Organizing and social justice, Advocacy, Campaign, Empowerment & Capacity Building. Use of RTI, PIL, Fact Finding. Policy advocacy. Grassroots activism, Digital media for Social Justice.	8	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

Prescribed Books

1. Elisabeth Reichert (2003) Social Work and Human rights: A Foundation for Policy and Practice, New Delhi: Rawat Publication
2. Upendra Baxi (2008) The Future of Human Rights, Oxford University Press, USA
3. C.J. Nirmal(2000). Human Rights in India, Historical, Social Political Perspectives, New Delhi.

Reference Books

1. Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.
2. Shanthakumar.S (2005). Human Rights, Peoples Watch, Madurai: Tamil Nadu Publishers
3. Basu, Durga Das (1999), Introduction to Constitution of India (18th Edition), Nagpur: Wadhwa & Company Publishers
4. Kapoor, S. K, (2000), International Law & Human Rights, 11th Edition, Central Law Agency, Allahabad
5. Majumdar. P. K &Kataria. R. P: (2002), The Constitution of India, 8 Edition, New Delhi: Orient Publications

Suggested Reading

1. United Nations Human Rights Council
2. Human Rights Education - NHRC
3. OHCHR - The Right to Human Rights Education
4. Journal of Human Rights and Social Work

Web Resources

1. e-PG Pathshala - (NME-ICT)
2. NHRC Publications
3. BASW Social Work and Human Rights guides

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	
CO 1	3	2	2	2	2	3	2			3	3		2	K1
CO 2	3	3	3	3		2	2			3	3			K2
CO 3	3	2	3	2	2	3	2		3		3	2		K3
CO 4	3	2	2	3	2	3	3	3	3	3	3	2		K4
CO 5	3	2	3	3	2	3	3				3	3	3	K5 - K6
Wt. Avg.	3	2.2	2.6	2.6	2	2.8	2.4	3	3	3	3	2.3	2.5	
Overall Mapping of the Course					2.51							2.81		

SOCIOLOGICAL FOUNDATIONS FOR SOCIAL WORK

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Allied Core Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recall the different perspectives in making sense of social phenomena.	**1, 2, 3**	**K1**
CO2	Understand a sociological understanding of diversity and inequality to the social world.	**3**	**K2**
CO3	Apply the sociological perspective of their role as a stakeholder in creating social change.	**3, 4**	**K3**
CO4	Examine some of the classical contributions in Sociology, and their contemporary relevance.	**2**	**K4**
CO5	Compare the meaning, nature, forms, and patterns of change.	**5, 6**	**K5**

UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
I	**Introduction:** Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure, and Social System. Relationship of sociology with social work.	9	1 2 3 4 5	K1 K2 K3 K4 K5
II	**Institution, Culture, and Society** Concept, Functions, and Elements of Culture – traditions, norms, values, folkways, mores, institutions, and laws. Institutions: Concept, Functions, and Types of Institutions (Religious, Economy, Education, Social [caste,marriage, family, kinship], Political institutions. Changing trends in these institutions and their impact on Indian Society. Social Structure - systems of social stratification, caste, class, gender, occupation, culture, tribe and issues related to social stratification	9	1 2 3 4 5	K1 K2 K3 K4 K5
III	**Socialization; Social Process; Social Disorganisation; Social Control** Socialization: Meaning, theories, process and agents Social Process: Cooperation, competition, conflict, accommodation, assimilation and acculturation Social Disorganisation - nature, factors responsible for disorganization, classification - individual, family, community and social disorganization Social Control: Concept, need, means of social control – formal and informal. Agencies of social control – values, norms, folkways, customs, mores, law, and fashion.	9	1 2 3 4 5	K1 K2 K3 K4 K5

The table title "SYLLABUS" spans the top of the table.

IV	**Social Mobility; Social Change and Social Movements** Social Mobility - Nature and characteristics, types, factors contributing and restricting social mobility Social Change – meaning, theories, factors, processes, agents, conflict theory and cultural lag. Social change in India. Social movements – meaning, causes, types. Major social movements in India (Indigenous Movements, Dalit Movements, Consumer Movements, Freedom Movements, Land Struggle Movements, Labour Movements, Religious Movements).	9	1 2 3 4 5	K1 K2 K3 K4 K5
V	**Social Problems and developmental issues** Social problems – meaning, causes, and consequences. Developmental issues – issues arising out of liberalization, globalization, and privatization. Legislative approach to social problems. **(Only for Internal Assessment)** General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly.	9	1 2 3 4 5	K1 K2 K3 K4 K5

Prescribed Text Books

1. Vidya Bhusan & D.R. Sachdeva. Kitab (2005). An Introduction to Sociology, Mahal Publications. Allahabad.
2. Richard T. Schaefer & Robert. Lamm. (1995). Sociology, Mc. Graw Hill Inc. New York.
3. Giddens, A. (2009). Sociology (6 ed.). Cambridge: Polity press.
4. G.R Madan (2010) Indian Social Problems, Volume I &II, Seventh Edition, Allied Publishers, Mumbai.

Reference Books

1. Atal, Yogesh (2012): Sociology-A study of the Social Sphere, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia

2. Bhushan.V., Sachdeva.D.R. (1996). An Introduction to Sociology. Allahabad: Kitab Mahal.

3. Jamrozik, Adam & Luisa Nocella (1998), The Sociology of Social Problems – Theoretical Perspectives and Methods of Intervention, UK: Cambridge University Press

4. Madan.G.R (2010), Indian Social Problems, Volume I &II, Seventh Edition, Mumbai: Allied Publishers

5. Ram Ahuja, (2001), Society in India: Concepts, Theories and Recent Trends, New Delhi: Rawat Publications

6. Shankar Rao. C. N., (2010), Sociology: Principles of Sociology with an Introduction to Social Thought, New Delhi: Chand & Company Limited.

7. Stanley, Selwyn (Ed) (2004), Social Problems in India: Perspectives for Intervention, New Delhi: Allied Publishers Pvt. Ltd.

8. Varghese K. E., (1992), General Sociology, Macmillan Education.

9. Vinita Parihar: Society in Transition, Rupa Book (P) Ltd.

10. Vidya Bhusan and Sachdeva D. R (2008), An Introduction to Sociology, New Delhi: Kitab Mahal

Suggested Readings

1. Haralambos, M. & Holborn , Sociology: Themes and Perspectives, Harper Collins; Eighth edition, 2014

2. Giddens, Anthony (2013), Sociology (Seventh Edition), Polity Press, Cambridge

3. Kapadia.K.M. (1997), Family and Marriage in India, Oxford University Press.

4. Mac Iver and Page (1976), Society: An Introductory Analysis, Macmillan Publishers, Nagpur, Maharastra.

5. Srinivas M.N. (1966), Social Change in India, Orient Longman, New Delhi.

Web resources

UNITS	WEB RESOURCES
1	**ePGPathshala - Subject: Sociology** https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
2	**SOC101: Introduction to Sociology | Saylor Academy** https://learn.saylor.org/course/SOC101
3	**Sociology Study material - FIRST SEMESTER SOCIOLOGY (BL 102) The topics is describe about sociology - Studocu** https://www.studocu.com/in/document/karnatak-university/civil-law/sociology-study-material/6527576
4	**Debub University - Sociology Notes** https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_sociology_final.pdf

5	http://www.academia.edu/8716290/At_Crossroads_Sociology_in_India	
6	http://plato.stanford.edu/entries/critical-theory/	

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	2	1		2	2	3	2	3				K1
CO 2	3	2	3			3	2			3				K2
CO 3	3	3	2	3		2	3			2	3			K3
CO 4	3	2	2	2		3	2		3					K4
CO 5	3	3	3	2	2	2	3					3	3	K5 - K6
Wt. Avg.	3	2.4	2.4	2.0	2	2.4	2.4	3	2.5	2.7	3	3	3	
Overall Mapping of the Course				2.37							2.86			

PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Allied Core Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	Psychology is the foundational course for the Social work profession. Working with individuals, groups and communities involves understanding the client's behaviour, needs and their potentials. Psychology is the study of mind and behaviour. Thus, this course gives insights into the understanding of the concepts, fields and basic theories of Psychology and its relevance to Social Work practice. It helps to understand the development of human personality, and the role of environment and heredity in shaping personality. It deals with the various stages of human growth and development, types and classification of mental illnesses, basic social psychology and psychological tests.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Relate the Concepts, theories of Psychology to Social Work	**1, 2, 3**	**K1**
CO2	To comprehend knowledge about the basic theories related to Structure and Development of Personality apply them with different client groups	**3, 4**	**K2**
CO3	Apply Psychological Process and Identify phases of human growth and development for Understanding and measuring Behaviour	**3, 4, 5**	**K3**
CO4	Analyze the factors responsible for the development of human behavior as life span approach	**2, 3, 4**	**K4**
CO5	Apply and assess the theories and concepts of Psychology related to Social Work practice	**2, 4, 5, 6**	**K5**

	SYLLABUS			
UNIT	Content	Hours	COs	Bloom's Taxonomy Level
I	**Introduction to Psychology**- Definition, fields of Psychology; Definition and characteristics of behavior; Relevance of Psychology to Social Work Practice Social Basis of behavior: Social Perception, Social influence, Social relationships. Attribution, Stereotypes and Prejudices; Biopsychology – brain and its functioning, CNS, Hormones, its influence on Behaviour	9	1 2 3 4 5	K1 K2 K3 K4 K5
II	**Personality:** Definition and nature of Personality Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson) Cognitive Development (Piaget) Moral Development (Kholberg) Social learning theory (Bandura)	9	1 2 3 4 5	K1 K2 K3 K4 K5
III	Sensation, Perception and learning (Classical and Operant learning theories). Memory process: Registration, retention and recall Intelligence – factors influencing intelligence Motivation- Motivation process, human needs, Maslow's theory of need hierarchy. Attitude- Attitude and behavior, Formation of Attitude and attitude change. Emotion and its functions, Stress- Stressors and stress management techniques, Conflicts and its types.	9	1 2 3 4 5	K1 K2 K3 K4 K5

IV	**Human Growth & Development:** Meaning and the principles of growth and Development; Heredity and Environment and its influence on Growth and Development Stages of development and its Characteristics: Milestones in Development - Prenatal, Perinatal and Postnatal periods, Infancy, Babyhood, Early Childhood, Late Childhood, Adolescent, Adulthood, Middle age, and old age	9	1 2 3 4 5	K1 K2 K3 K4 K5
V	**Concepts:** Mental Health; Mental Illness and Mental Retardation. ICD 11 & DSM V- Classification of common mental disorders **Basics of Psychological testing:** Psychometric Tests - intelligence, Aptitude, Stress, motivation and various other scales to study Human Behaviour	9	1 2 3 4 5	K1 K2 K3 K4 K5

Prescribed Books

1. Morgan.T, King.A., Weisz.R.,Schopler.J., (2013). Introduction to Psychology. New Delhi: Tata McGraw-Hill Education Pvt.Ltd.

2. Hurlock, Elizabeth. B, (1991): Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw Hill.

Reference Books

1. Coleman, James (1976), Abnormal Psychology and Modern Life. Ed.V, Mumbai: TaraporeWala & Sons Pvt Ltd.

2. Mangal, S.K (2010), General Psychology, New Delhi: Sterling Publishers

3. Zastrow, Charles & Karen K. Kirst-Ashman (2010), Understanding Human Behaviour in the Social Environment (8th Ed.), USA: Brooks/Cole Cengage Learning

Web Resources

1. https://www.udemy.com/course/introduction-to-psychology-for-social-workers/
2. https://www.academia.edu/2141625/Relevance_of_Psychology_in_Social_Work_Practice
3. https://www.apa.org/education-career/guide/subfields/developmental

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	2	2		2	3	2	3	3				K1
CO 2	3	2	2	3		3	3			3	3			K2
CO 3	3	3	2	3	2	2	3			3	3	2		K3
CO 4	3	3	2	3		2	2		3	3	3			K4
CO 5	3	3	3	3	2	3	3		3		3	2	2	K5 - K6
Wt. Avg.	3	2.8	2.2	2.8	2	2.4	2.8	2	3	3	3	2	2	
Overall Mapping of the Course				2.57								2.50		

GENERALIST FIELD WORK PRACTICUM-1

Course Code*	
Credits	6
Hours / Cycle	15 Hours / Cycle
Category	Core Course
Semester	I
Year of Implementation	From the academic year 2023 onwards

Course Structure	Supervision	Practical	Total Hours
	24	210	234

Course Description	Generalist Field Work practicum -1 provides a unique opportunity for students to integrate the knowledge, skills, values, behaviors, and cognitive &; affective processes that comprise the professional social work practice core with a self-identity as a competent beginning professional.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Value the knowledge, values, attitudes and behavior required for a professional social worker	1, 2, 6	K2
CO2	Relate to the wider area of social realities at the micro-level, mezzo level and macro level Social Work Practice	2, 3	K2
CO3	Assume the role of a Social Worker in the community and to develop analytical skills of social problems at the level of individual, group and community and local, regional, national, and international dimensions	1, 2, 3, 4	K3
CO4	Analyze the skills to work as a team with one's co-workers, with the agency and with and in the community through reflective and analytical learning.	1, 5	K4
CO5	Design and implement a community programme with the participation of different stakeholders in the community and the skills of documentation.	3, 6	K5 - K6

Competencies for Practice

- Practice ethical and professional behavior
- Recognize human rights and social, economic, and environmental justice
- Engage in research based community practice
- Engage, assess and intervene with organizations and communities
- Reflect, evaluate and report the practice with organizations and community

Components for Field Work Practicum -1

I. Social Experience Laboratory

(Please refer the Student Induction Programme in Semester -I)

II. Orientation

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and using them to initiate work in the field.

III. Observation Visits

The observation visit consists of about ten visits. It starts in the beginning of the semester before the students go for their field placement. This gives the students an idea about the different organizations, their administrative structures, programs, and the roles and functions of a social worker in the various fields of social work practice.

IV. Concurrent Field Work

The broad aim of concurrent Field Work is to provide opportunities for students to practice group projects in a community setting by applying the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities.

Requirements:

● 225 hours (including Orientation Visits and concurrent Field Education)
● Conduct home visits (5 nos) and submission of Report
● Conduct a community survey, Participatory techniques (1), FGD (1) and submission of the report
● Minute a meeting conducted in the community
● Analyze and report the functioning of stakeholder institutions PHCs/ICDS/ Panchayati Raj Institutions/NGOs organizing a Focus Group Discussion
● Organizing and reporting a Community Programme (1)
● Attend & learn the skill laboratory for Field Work
● Report of the Orientation Visit
● Report of the analysis of the Rural/Urban/Tribal community

Evaluation Method:

The final grade is earned by the student based on a synthesis of:

● Successful completion of the Report and Evaluation by the required due date.

● Students' self-ratings, assessment, and evaluation.

● Field Instructor's ratings, assessment, evaluation, and recommendation.

● Field Advisor's assessment and recommendation, including overall evaluation of
competence at both the generalist and specialized levels.

● Satisfactory completion of all 100 % field hours (within the stipulated Compensation).

● Submission of all signed weekly time logs by the required due date.

● Satisfactory completion of all Professional Development hours (Field Work Conference).

● Timely scheduling and completion of joint field conferences.

● Level of professional demeanor/behavior, conduct, and development.

Internal Assessment by faculty supervisor & External Assessment by External Viva - Voce
Examination

The Grading Rubric for Generalist Field Work Practicum-1 is as follows:

INTERNAL CONTINUOUS ASSESSMENT

Criteria	CO # - K level	Marks	Weightage in %
Ability to Demonstrate Professionalism	**CO1 –K2**	**5**	**10**
Knowledge from Observation Visit and Concurrent Field Work	**CO2 – K2**	**5**	**10**
Identify the Social Problems and represent	**CO3 – K3**	**10**	**20**
Ability to analyze and link theory & Practice	**CO4 – K4**	**10**	**20**
Evaluate the needs and create programs and reports	**CO5 – K5/K6**	**20**	**40**
	Total	**50**	**100**

EXTERNAL CONTINUOUS ASSESSMENT

Criteria	CO # - K level	Marks	Weightage in %
Knowledge from Observation Visit and Concurrent Field Work	**CO2 – K2**	**10**	**20**
Identify the Social Problems and represent	**CO3 – K3**	**10**	**20**
Ability to analyze and link theory & Practice	**CO4 – K4**	**10**	**20**
Evaluate the needs and create programs and reports	**CO5 – K5/K6**	**20**	**40**
	Total	**50**	**100**

** Field Work Regulations has to be adhered (See Appendix - I)

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	2	2	2	3	3	3	2				2	K1
CO 2	3	3	2	2		2	3		3	3				K2
CO 3	3	3	3	3		3	3	2	2	3	3			K3
CO 4	3	3	2	3	3	2	3	3				2		K4
CO 5	3	3	3	3	3	2	3			3			3	K5 - K6
Wt. Avg.	3	2.8	2.4	2.6	2.7	2.4	3	2.7	2.3	3	3	2	2.5	
Overall Mapping of the Course				2.70							2.58			

SOFT SKILLS - I - DEVELOPMENT COMMUNICATION

Course Code*	
Credits	
Hours / Cycle	**1 Hour / Cycle**
Category	**Soft Skills Course**
Semester	**I**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	15	**-**	**15**

Course Description	Development Communication for Social Work course explores the pivotal role of communication in social work practice and its application for promoting social change and community development.The development communication skill course focuses on imparting practical skills through workshops and lectures. It will impart the students with the required skills in communication tools and techniques facilitating development.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Understand the approaches of contemporary development communication	2	K2
CO2	Develop skills and tools that will be practical in designing communication strategies in social work practice towards social change	2, 5	K3
CO3	Design and implement development communication strategies combining participatory methods with communication processes, media, and digital tools to address issues	2, 4	K4

SYLLABUS				
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Introduction to Development Communication** Development Communication – Instrument of Social Change – Horizontal, participatory, and people-oriented (Paulo Freire) tools, trends, and campaigns, Communication Strategy, and planning towards Social Change	3	1	K2

II	**Development Communication Tools** Storytelling techniques and creative writing, Public hearings, Peer visits (e.g. farmer-to-farmer), Exhibitions and fairs (local unions and community groups), Workshops and Seminars, Public contests, public speaking; effective presentations, Cultural events, and Thematic Weeks. Creation of Collective murals, Street Theatre, Cartoon & Puppet Shows, Community social events, Festivals and concerts and Photo exhibitions.	4	2	K3
III	**Printed and Electronic Media Tools:** Printed materials (e.g. brochures, handbills, pamphlets), Education Calendars, Posters/banners, Community radio, Television/videos, electronic newsletters	4	3	K4
IV	**News Media / Multimedia Tools:** Websites, Digital storytelling, social media (e.g., Facebook, Twitter, YouTube), Text messages (SMS), blogs, wikis, webcasts and social networking sites Email, Podcasts/multimedia broadcasts, Blogs, Educational online games	4	3	K4
V	**Best Practices of Communication for Development and Developing Tool Kits** **Best Practices:** United Nations; UNDP; FAO; ILO; WHO; UNICEF; UNESCO - Communication Models. **Developing Tool Kits:** Advocacy; Gender; Youth; Children	4	3	K4

Prescribed Books

1. Handbook of Communication for Development and Social Change. (2020). Singapore: Springer Nature
2. Melkote, S. R., Steeves, H. L. (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice. India: SAGE Publications.

Reference Books
1. Harrison, M., Beesley, P., Watts, M. (2017). Developing Your Communication Skills in Social Work. United Kingdom: SAGE Publications.

2. Mefalopulos, P. (2008). Development Communication Sourcebook: Broadening the Boundaries of Communication. Ukraine: World Bank Publications.
3. Communication for Development and Social Change. (2007). India: SAGE Publications.

Suggested Reading

1. UNDP - Communication for Development Case Studies
2. NASW - Standards for Technology in Social Work Practice
3. Development Communication - Reading Material

Web Resources

1. e-PG Pathshala - (NME-ICT) - Development Communication
2. eGyanKosh - Development Communication
3. The Communication Initiative Network
4. World Bank, **Development Communication Sourcebook**.
5. http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf
6. **World Congress on Communication for Development 2006**
7. Ftp://ftp.fao.org/docrep/fao/010/ai143e/ai143e01.pdf
8. **The Communication Initiative Network**: http://www.comminit.com/global/
9. **FAO:** www.fao.org/oek/communication-for-development/en/
10. **UNICEF:** www.unicef.org/cbsc/
11. **Communication for Development Info:** www.com4dev.info/
12. **Communication for Development Network:** http://c4dnetwork.apps-1and1.net/
13. https://unsdg.un.org/sites/default/files/c4d-effectiveness-of-UN-EN.pdf

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	2	3		3	3	2	3					K1
CO 2	3	3	2	2	3	3	3	2	3			3	3	K2
CO 3	3	3	2	3		3	3	2				3	3	K3
Wt. Avg.	3	3			3	3	3	2	3			3	3	
Overall Mapping of the Course				3.00								2.75		

SEMESTER II

SOCIAL WORK PRACTICE WITH GROUPS

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**II**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	Social Work practice with Groups is a direct method of Social Work Practice. The practice skill of working with groups is a foundation to professional social workers. This course elucidates the concepts of Group to Social Group Work, Group process to Group work process, Steps involved in the Social group work process, various therapies and it will help students to know,apply and sharpen their group skills as an effective intervention method in the Social Work profession.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the meaning, types and contributions of different types of groups.	**1, 2**	**K1**
CO2	Demonstrate knowledge in working with groups as a method of social work and as an intervention method.	**2, 3, 6**	**K2**
CO3	Identify the importance of group dynamics and group leadership in working with client groups	**2, 4**	**K3**
CO4	Assume roles and skills in the practice of working with groups	**1, 2**	**K4**
CO5	Design and formulate practice of group work methods in different settings adopting a multi-dimensional approach.	**2, 4, 5, 6**	**K5 & K6**

UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
SYLLABUS				
I	**Concept of Social Group Work & Group Theories** Defining mezzo practice; Concept of groups, types of groups - Task & Treatment groups characteristics of groups, basic group dynamics. Social Group Work: Concept of Social Group Work, Objectives, Aims, Purpose, Philosophy, Roles and Skills. Principles of Social Group Work: H.B.Trecker (1948), Konopka (1963). Group Theories: Group Leadership, Learning Theory, Field Theory, Conflict theory, Social Exchange theory	7	1 2 3 4	K1 K2 K3 K4
II	**Group Process & Social Group Work Process** Group Process: Tuckman and Jensen (1977) Group Work Process: Group Formation & Planning – Establishing Groups Purpose, Recruiting Members, Composing the Group, Orienting members, Contracting, Preparing the Environment. **The Beginning Phase** – Introducing new members, Purpose of Group Confidentiality, Guiding the Development of the group, Goal Setting in Group Work, Contracting, Anticipating Obstacles Assessment Process, Assessing the Functioning of Group Members, Group as a whole, Groups"Environment"	10	1 2 3 4 5	K1 K2 K3 K4 K5 -K6

III	**The Middle Phase; Evaluation & Termination** Middle Phase - Preparing for Group Meetings, Structuring the group work, Involving and Empowering Group Members, Helping Members achieve their Goals, Working with challenging Behaviour, Monitoring and Evaluating the Group"s progress. Intervention for Treatment Group and Task Group – Foundation Methods and Specialized Methods Programmes: Meaning, Purposes & Importance, Nature of programmes in Social group work, **Construction of Programme Laboratory** – Games, Storytelling, Singing, Dance, Puppetry, Drama, Art, and other techniques. Evaluation- Methods, Evaluating for Planning, Monitoring, Developing the group, Determining the Effectiveness and Efficiency; Evaluation Measures Termination Phase - Planned Termination, Ending Group Meetings, Ending the Group as a whole.	12	2 3 4 5	K2 K3 K4 K5 -K6
IV	**Group Work Models & Therapies** Models: Social Goal Model, Remedial Model, Reciprocal Model Therapeutic Group Work: Concept and Principles, Group as an agent of Cure, Therapeutic factors in groups, Group therapy process.	8	1 2 3 4 5	K1 K2 K3 K4 K5 -K6
V	**Group Work Recording and Practice** Recording in Group Work: Meaning, Scope, Types of Recording, Principles of recording, Uses of records. Use of Audio-visual aids: Use of Dictaphone, Video Recordings for Groups simulations. Practice of Social Group Work in Indian context; Integration of social group work and other methods of Social Work. Group Work practice in different settings: Schools, Hospitals, Community-SHG, Youth, Family and Psychiatry.	8	1 2 3 4 5	K1 K2 K3 K4 K5 -K6

Prescribed Books

1. Siddique H.Y. (2008) Group Work-Theories and Practice, Rawat Publications
2. Ronald W. Toseland & Robert F. Rivas (2001), An Introduction to Group Work Practice. MA: Allyn& Bacon

3. Corey, M. S., Corey, G., Corey, C. (2016). Groups: Process and Practice. United States: Cengage Learning.

Reference Books

1. Anderson, Joseph (1997), Social Work with Groups: A Process Model, New York: Longman
2. David W. Johnson & Frank P. Johnson (1982), Joining Together Group Theory and Group Skills, NewJersey: Prentice-Hall
3. Edcil Wickham (Eds) (2003), Group Treatment in Social Work, Toronto: Thompson
4. Dorothy Stock Whitaker (1987), Using Groups to Help People, New York: Rout ledge and Kegan Paul
5. Aubrey Fisher. B & Donald G. Ellis (Eds) (1990), Small Group Decision Making, Singapore: McGraw-Hill Karen K. Kirst-Ashman and Grafton H. Hull, Jr.(1993) *Understanding Generalist Practice* Chicago: Nelson-Hall

Web resources:

1. https://epgp.inflibnet.ac.in/

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	
CO 1	3	3	2	2		2	2	3	3					K1
CO 2	3	3	2	3	3	3	3		3	2			2	K2
CO 3	2	3	2	2		3	2		3		2			K3
CO 4	3	3	2	3		2	3	3	3					K4
CO 5	2	3	3	3	2	3	3		3	2	2	2	2	K5 - K6
Wt. Avg.	2.6	3	2.2	2.6	2.5	2.6	2.6	3	3	2	2	2	2	
Overall Mapping of the Course				2.59								2.33		

COMMUNITY ORGANIZATION & SOCIAL ACTION

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**II**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course will provide a common framework for learning macro practice concentrations (Community Organisation and Social Action), which sets the stage for more detailed development of skill sets. Teachings will be related to theories, concepts, and practice skills involving assessments and interventions at the macro level and in working effectively with communities and organizations. The course will also provide students with the opportunity to integrate learning in the field of practice and research, designed to be taken concurrently.

Course Outcome(s) _Upon successful completion of the course, students should be able to:_		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Acquire knowledge on the concepts of community and elements of community organization and Social Action	**1, 2, 3, 4**	**K1, K2**
CO2	Understand the various approaches, strategies, and models of Community Organisation and Social Action	**2, 3, 6**	**K2**
CO3	Apply roles and skills of community organizer and Social Action in the field of practice	**1, 2, 3**	**K3**
CO4	Implement the skills for community practice in different settings	**1, 2, 4, 5, 6**	**K4**
CO5	Appraise the knowledge of Social Action in the contemporary society	**4, 5, 6**	**K5 - K6**

	SYLLABUS			
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**Introduction to Community Organisation:** Defining Macro Practice: Theoretical base for Organization and Community Change - Social Reform, Social Action, Cause Advocacy & Case Advocacy. Community and Community Organization: Community- Concept, Meaning and Definitions, Types; Community Power Structure. Community Organization- Meaning, Definition, Objectives, Scope, Principles of Community Organization. Approaches in Community Organization-Models, Strategies and Role of Social Worker in each of the Approaches. Historical Background of Community Organization. Community Organization as a Method of Social Work; Value Framework in Community Practice	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
II	**Process, Models & Methods of Community Organization:** Process in Community Organization - Study, Analysis, Assessment, Discussion, Organisation, Action, Evaluation, Modification, and Continuation Models and Methods of Community Organisation Relationship between the State, Corporate, and Community and implications for Community Organising	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
III	**Skills and Roles in Community Organization:** Skills: Community Interaction Skills, Information Gathering and Assimilation, Analytical Skills, communication, Skills in Listening and Responding, Training, Consultation, Negotiation, Conflict resolution, Public relations, Resource mobilization (internal and external), Organizing, Networking Roles of Community Organizer - Community Welfare Organization: Nature, Types – 1) Community Council 2) Community Welfare Chest - Community organization practice: Rural, Urban, Tribal, Coastal Communities, Minority groups-Problems faced by Community organizers. Community Organisation for effective implementation of Development Programmes (National and International Programmes) Recording in Community Organization- Community Profiling, Process Recording, POR (Plan Of Record), and SOAP (Subjective, Objective, Assessment and Plan)	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

IV	**Social Action:** Concepts, purpose, techniques, principles, methods, and strategies. Social Action as a Method of Social Work Process of Social Action; Rights based approach, Advocacy: Concept of advocacy as a tool; Strategies for Advocacy, Campaigning, and Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building	9	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
V	**Models of Social Action** – Paulo Freire – Pedagogy of the Oppressed; Jack Rothman's Models of Community Practice; The Eight Model framework of Weil and Gamble; B.R. Ambedkar Approach towards Social Justice, Civil Rights model by Martin Luther King, Radical model of Saul Alinsky, Jane Sharp; Contemporary Social Activist and their contribution to Social Reform; Antonio Gramsci, Bourdieu – French Social Capital Social Action Movements in India (Select Case Studies) – Tribal Movements, Dalit Movements, Civil Activism, Environmental Movements, Land Movements, Peasant Movements, Naxalbari Movement, Feminist Movements, Subaltern movements Role of a Social Worker in Social Action – Mediation, Advocacy, Negotiation, Conflict Resolution	7	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

Prescribed Books

1. Christopher, A.J, & William, A.T. (2009). *Community Organization and Social Action.* New Delhi: Himalaya Publishing.
2. Ross, Murray with Lappin, B.W. (1967). Community Organisation, Theory, Principles, and Practice. Harper and Row Publishers. New York.
3. Rothman, J. (2001). *Strategies of Community Interventions and Macro Practices* (6th Ed.). Illinois: Peacock Publications
4. Weil, Marie and Gamble, Dorothy, (Ed.). (2005). The Handbook of Community Practice. Thousand Oaks, CA: Sage Publications.

Reference Books

1. Alinsky Saul (1971) Rules for Radicals: A Practice Primer for Realistic Radicals, Vintage Books.
2. Alan Twelvetrees, Community Development Social Action and Social Planning Palgrave Macmillan,2017
3. Cox. M. Fred and Erlich L. John, Strategies of Community Organisation, F.E. Peacock Publishers, Inc. Illinois,1987
4. Lakshmipathi Raju, Community Organization and Social Action, Regal
5. Murray G. Ross, Community Organisation, Harper and Row Publishers, New York. 1955 Publication, 2012

6. Patil, A.R. (2013). *Community Organization and Development: An Indian Perspective*. New Delhi: PHI Learning

7. Rothman, J. (1996). The interweaving of Community Intervention Practice. In M. Weil, Community Practice: Conceptual Models (pp. 69-99). The Haworth Press

8. Rubin, H.J, & Rubin, I.S (2008). *Community Organizing and Development*. New York: Pearson Publishers

9. Zander Alvin, Effective Social Action by Community Group, Jossey-bass, 1991

10. Weil, M. (1996). Model Development in Community Practice: An Historical Perspective. In M. Weil, Community Practice: Conceptual Models (pp. 5-67). The Haworth Press

Suggested Readings

1. Brown, Michael Jacoby. (2006). Building powerful community organizations: A personal guide to creating groups that can solve problems and Change the World. Arlington, MA: Long Haul Press.

2. Hardcastle, David A, with Powers, Patricia, R. and Wenocur, Stanley, (2011). Community Practice Theories and Skills for Social Workers. Oxford University Press. New York

3. Alinsky, S. (2010). Rules for radicals: A pragmatic primer for realistic radicals. Vintage.

4. Weil, M., & Gamble, D. N. (2005). Evolution, models, and the changing context of community practice. The Handbook of community practice, 117-149

5. Freire Paulo. 1993. Pedagogy of the Oppressed, Translated by Myra Burgman. New York: The Continuum International Publishing Group. Accessed on 22 April 2017. Retrieved from http://www.msu.ac.zw/elearning/material/1335344125freire_pedagogy_of_the_oppresed. pdf

6. Weil, D. N. (2010). Communities and Community Practice in Local and Global Contexts. In D. N. Weil, Community Practice Skills. Columbia University Press.

Web resources

UNITS	WEB RESOURCES
1	**ePg Pathshala , National Mission on Education through ICT (NME-ICT)** https://epgp.inflibnet.ac.in/
2	**Indira Gandhi National Open University (IGNOU)** http://Community Organisation: Concepts and Principles - IGNOU
3	**Studocu - Bharathiar University – MSW** https://www.studocu.com/in/document/bharathiar-university/master-of-social-work/07-amasw-15-community-organisation-11-master/22106212
4	**Community and Local Development** https://www.worldbank.org/en/topic/communitydrivendevelopment

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	2	3		2	3	2	3	3	2			K1
CO 2	3	3	2	2	2	3	3		3	2			3	K2
CO 3	3	3	2	3		2	2	3	2	3				K3
CO 4	3	2	2	3	2	2	2	2	2		2	3	3	K4
CO 5	3	3	2	2	2	2	2				3	3	3	K5 - K6
Wt. Avg.	3	2.8	2	2.6	2	2.2	2.4	2.3	2.5	2.7	2.3	3	3	
Overall Mapping of the Course				2.43								2.64		

SOCIAL WORK RESEARCH AND STATISTICS

Course Code*	
Credits	**3**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Course**
Semester	**II**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course Description	This course will enable the social work students to apply social work research and statistics as technical competence to solve human problems and use evidence-based approaches to help the individuals , groups and communities to enhance their social functioning. This course will equip students to conduct surveys, social welfare policy formulation, programme evaluation and programme implementation.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Understand the nature and importance of scientific research in Social Work to independently conceptualize a problem and execute research	**1, 3, 5, 6**	**K1-K2**
CO2	Explain different scientific methods of social work research.	**2, 4, 5**	**K2**
CO3	Apply various approaches and tools of social work research (both quantitative and qualitative).	**5, 6**	**K3**
CO4	Examine appropriate assessment techniques and measurement to Social Work Research.	**5, 6**	**K4**
CO5	Develop various data analysis and testing techniques in Social Work Research.	**5, 6**	**K5-K6**

SYLLABUS				
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**Social Work Research – Introduction and Concepts** Research: Definition and objectives, Social work research, meaning, objectives, functions and limitations; Principles of research; Ethics in Social Work Research; Nature of Quantitative and Qualitative research - Deductive and Inductive reasoning. Meaning of field research. Basic elements of scientific methods: Assumptions, Concepts, Variables, Hypothesis: Cause-effect relationship, Theory, Law. **Planning a Research Project** Identification and formulation of research problem, Framing objectives, defining concepts, Conceptual and Operational definitions; Use of theorization in review of literature; Importance and methods of review of literature in research PRISMA - Preferred Reporting Items for Systematic Reviews and Meta-Analyses. Search for keywords using search engine	14	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6
II	**Research Methodology** **Research Design:** Definition, importance and types – Exploratory, Descriptive, Diagnostic, Experimental, Quasi-experimental strategies, Ex-post facto, Single subject and Group designs in Social Work research Mixed methods design: Designing a mixed method study: Timing, weighing and mixing Designing: Triangulation design, Embedded design, Explanatory design and exploratory design. **Sampling**: Definition, Purpose and types – Probability and non-probability sampling techniques; Universe, Sampling frame; Sampling and non sampling errors **Sources and types of data**: Primary and Secondary, Objective and Subjective, Quantitative and Qualitative data	14	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

	Methods of Social Research Historical, Action research, Participatory research – RRA, PRA & Appreciative Inquiry,. Evaluatory research, Census study, Survey research, Monitoring and research. Qualitative Research methods: Case study, Ethnography, Grounded theory, Content Analysis, Narrative.				
III	**Tools of Data Collection:** Quantitative Tools: Questionnaire, interview schedule,Structured Observation, Online survey - Google Forms, KoboCollect, Survey Monkey. Qualitative Tools: Key informant, FGDs, Case study, Participatory and Rapid appraisal techniques and process, Interview Guide, Documents, Audio-visual materials, and Photo-Voice. **Qualitative Data Analysis:** Transcribing data, iteration, coding, (open, axial, focussed and process) description of data, interpretation of data	12	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**
IV	**Introduction to Statistics** Nature and scope of Statistics, limitations of statistics; Processing, Analyzing and interpretation of data; Use of graphs in presentation of data Normal distribution – meaning, importance and properties of Normal curve; Skewness; Kurtosis Measures of Central Tendency: Mean, Median and Mode Measures of Dispersion: Range, Mean Deviation, Quartile deviation, coefficient of mean deviation and standard deviations; Coefficient of variation; Pearson‟s coefficient of correlation and Regression Concepts of parametric and non parametric tests. Levels of measurement: Nominal, Ordinal, Interval and Ratio	10	1 2 3 4 5	**K1-K2** **K2** **K3** **K4** **K5-K6**

	Scaling techniques: Concepts and methods (Likert and Thurstone methods); Internal consistency of the items, Reliability and Validity				
V	**Hypothesis testing:** Steps involved in hypothesis testing; Type I and Type II error, Tests of significance, Levels of confidence, degrees of freedomChi-square test: level of significance, Degree of freedom; Student' t' and 'F' Tests; Factor Analysis. Basic concepts of analysis of variance: one – way, two – way and multivariate analysis and their application **Data Analysis and Research Report** Coding, Data entry, Editing, Classification and tabulation of data; Data analysis, interpretation and drawing inferences, Concept of big data analysis. Preparation of research report: Structure and contents-requisites of good report-referencing, bibliography. ***Only Workshop not for examination***: Orientation to Reference Manager software Zotero, Mendeley, Endnote, BibTex, Introduction to NVivo and La Tex software *(Training in the use of SPSS in Data Analysis as part of soft skills programme in the III semester)*	10	1 2 3 4 5	K1-K2 K2 K3 K4 K5-K6

Prescribed Books

1. C.K. Kothari (2008). Research Methodology -Methods And Techniques, New Age International Publishers
2. Creswell, W. John. (2003). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Edition-2, New Delhi: Sage Publications.

Reference Books

1. Alan Bryman, (2004) Social Research Methods, New Delhi, Oxford University Press.
2. Allen Rubin, Earl Babbie (2007), Essential Research Methods for Social Work, Belmont: Thomson Brooks/Cole
3. Darin Weinberg (2002), Qualitative Research Methods, London: Blackwell Publishing House.
4. Earl Babbie (1998), Adventures in Social Research using SPSS, New Delhi: Pine Forge Press.
5. Gupta S.P (2005), Statistical Methods, New Delhi: Sultan Chand Publishers
6. Kothari C.R(2004)., Research Methodology – Methods and Techniques, New Delhi: Wilsey Eastern Ltd.
7. Janet M.Ruane (2005), Essentials of Research Methods, UK: Blackwell Publishing
8. Lawrence Neuman (1997), Social Research Methods, Qualitative and Quantitative Approaches, Needham Heights, MA: Allyn and Bacon
9. Lakshmi Devi (1997), Encyclopedia of Social Research, Vol. I. II, & III, New Delhi: Anmol Publications
10. Lal Das D.K (2000), Practice of Social Research, Jaipur: Rawat Publications.
11. Sarantakos(2005) Social Research, New York: Palgrave Macmillan.
12. Vijay Rohatgi (2001), An Introduction to Probability and Statistics, New York: Wiley – Interscience Publications, John Wiley & Sons

Web Resources
Reference for list of search engines

1. https://www.emergingedtech.com/2013/12/top-11-trusted-and-free-search-engines-for-scientific-and-academic-research/
2. https://www.teachthought.com/learning/academic-research/#
3. Manuscript reporting guidelines
4. https://www.equator-network.org/about-us/what-is-a-reporting-guideline/
5. PROSPERO - https://www.crd.york.ac.uk/prospero/
6. Open science framework -https://help.osf.io/hc/en-us/articles/360019738834-Create-a-Preregistration

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	3	2	2	2	2	3		2		3	2	K1
CO 2	3	3	3	2	2	3	2		2		2	3		K2
CO 3	3	3	3	3	3	3	3					3	3	K3
CO 4	3	3	3	3	3	2	3					3	3	K4
CO 5	3	3	3	3	3	3	3					3	3	K5 - K6
Wt. Avg.	3	3	3	2.6	2.6	2.6	2.6	3	2	2	2	3	2.75	
Overall Mapping of the Course				2.77								2.46		

SOCIAL WELFARE ADMINISTRATION

Course Code*	
Credits	3
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**II**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	The course provides students with a comprehensive understanding of administrative structures, functions, and processes in both government and non-government agencies related to social work. It focuses on exploring the administrative processes specific to welfare agencies and equips students with the necessary skills and knowledge of organizational management. Additionally, the course aims to develop students' ability to formulate and prepare project proposals for social and economic development, while emphasizing project management as a valuable tool within the field of social work.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Demonstrate a comprehensive understanding of administration concepts and the establishment and operations of social welfare organizations.	**1, 6**	**K1 - K2**
CO2	Identify the importance of organizational governance, administration and project management concepts within the social welfare organizations	**2, 4**	**K2**
CO3	Analyze the administrative processes and functions employed by social welfare organizations.	**1, 2**	**K3**
CO4	Assess and integrate diverse project design methodologies to effectively implement projects in social welfare settings.	**1, 3, 6**	**K2**
CO5	Develop appraisal and control mechanisms to optimize efficiency and effectiveness in accomplishing objectives in social welfare settings.	**5, 6**	**K5 - K6**

SYLLABUS				
UNIT	Content	Hours	COs	Bloom's Taxonomy Level
I	**Introduction to Social Work Administration** Definition, Characteristics, Historical Development, Social Work Administration as Method of Social Work Administrative Process, Purpose, Principles, Functions, and Areas, Scope of Social Work Administration. Registration, Constitution and Bye-Laws: Society Registration Act 1860, Indian Trusts Act 1882, Charitable and Religious Trusts Acts, 1920, The Co-Operative Societies Act, 1912, Foreign Contribution Regulation Act 2010 (FCRA); NGO tax exemption, Tax benefit to donors: 12A.80G, 35AC (1), (iia).	7	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6
II	**Organizational Governance & Administration** Governance: Board. Committee, Trustees Administrative Process: Planning, Policymaking, Decision making, Organising, Coordination, Supervision & Control, Evaluation, Annual Report. Functions of Administration: Personnel Administration: Recruitment & Staffing, Orientation, Training of Personnel and in-service training, Placement, service, conditions, promotion, and welfare programs for staff. Office Administration: Office management, maintenance of records, Correspondence, Public Relations, and Communication. Financial Administration: Principles, Procedures for accounting, Budgeting, Record of receipts, Expenditures, Bookkeeping, Financial Reports, Auditing. Fund Raising: Types – Grants, Donation, Crowdfunding, Membership/Alumni, Special Events, Sales, Community- Business Partnership (Sponsorship).	12	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6

III	**Functions of Social Welfare Organizations** Governmental Organization: Central Social Welfare Board, State Social Welfare Board, Ministry of Social Justice & Empowerment, Department of Social Defence, Public Health Department. Non-Governmental Organization: Registration, Licensing, and Functioning of Residential Homes for Children, Women and the Elderly, Halfway Home, Short stay home, Night Shelter, and other welfare organizations.	8	1 2 3 4 5	**K1/K2** **K2** **K3** **K4** **K5-K6**
IV	**Project Identification, Formulation and Appraisal** Project identification, Project objectives; Project life cycle and phases, Project planning and organization, Project formulation, Project feasibility analysis; Social Impact Assessment; Project Appraisal - Checklist for compliance and due diligence check.	10	1 2 3 4 5	**K1/K2** **K2** **K3** **K4** **K5-K6**
V	**Project Implementation, Monitoring & Evaluation** Project Implementation: Project Resource Mobilisation; Project Control, Monitoring Techniques and Project Evaluation; Social Audit, Access Audit, Green Audit.	8	1 2 3 4 5	**K1/K2** **K2** **K3** **K4** **K5-K6**

Prescribed Books

1. Bhattacharya, Sanjay (2006), Social Work Administration and Development, Jaipur: Rawat Publications
2. Wormer, Van, Katherine,(2006), Introduction to Social Welfare and Social Work, London: Thomson
3. Panneerselvam, R., Senthilkumar, P. (2009). Project Management. India: Prentice-Hall Of India Pvt. Limited.

Reference Books

1. Kirs.Ashman. Karen. K. (2003), Introduction to Social Work and Social Welfare, Critical Thinking Perspectives, U.S.A: Thomson
2. Parmar, P. M. (2002), Social Work and Social Welfare in India, New Delhi: Sublime
3. Pawar, S. N. Ambedkar, J. B. and Shrikant, D. (2004), NGOs and Development: The Indian Scenario. New Delhi: Rawat
4. Mathew T.K, Project planning, formulation, C.B.C.I, New Delhi.
5. Choudry S. Project scheduling and monitoring in Practice.

6. Chandra Prasanna, Project: Preparation, appraisal, budgeting and implementation
7. Franklin Jack: Introduction to programme evaluation.

Suggested Reading

1. Comprehensive Guide on Project Management
2. Project Management Skills for All Careers - Project Management Open Resources

Web Resources

1. e-PG Pathshala - (NME-ICT): Social Work Administration & Project Management
2. eGyanKosh: Social Work Administration & SWA as a Method of Social Work
3. NGO Registration
4. The PMBOK Video Course by David McLachlan
5. Social Welfare Administration Lectures - MOOCs EMRC Osmania University

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	2	2	3	2	2	3					3	K1
CO 2	3	3	2	3		2	2		3		3			K2
CO 3	3	3	2	2		2	3	2	3					K3
CO 4	3	3	3	3	3	2	3	2		2			3	K4
CO 5	3	3	3	3	3	2	3					3	3	K5 - K6
Wt. Avg.	3	2.8	2.4	2.6	3	2	2.6	2.3	3	2	3	3	3	
Overall Mapping of the Course					2.63							2.72		

COMMUNITY HEALTH

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Allied Core Course**
Semester	**II**
Year of Implementation	**From the academic year 2023 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course will enable the social work students to understand and identify the health problems and health needs of the community. Indian health status is comprehensive and complex. It is imperative to know the diverse health status of India. This course will help the students to integrate and apply the knowledge about health issues in their field work practice. This course is important for developing appropriate interventions in the area of health.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Outline the concepts of Community Health, Public Health, Primary Health Care and its relevance to Social Work	**1, 2, 3**	**K1-K2**
CO2	Understand the common disease patterns and health issues in the community.	**2, 3, 4**	**K2**
CO3	Analyze health as a right at the community level, maternal & child health and reproductive health.	**2, 3, 4, 5, 6**	**K3**
CO4	Appraise the health status of the community with reference to nutrition and immunization.	**4, 5, 6**	**K4**
CO5	Develop appropriate health education materials and strategies to address the health needs of the community.	**4, 5, 6**	**K5 & K6**

UNIT	Content	Hours	COs	Bloom's Taxonomy Level
	SYLLABUS			
I	**Concepts related to Health** Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health, Preventive, Curative and Social medicine Meaning of disease, sickness/illness, and Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community Health, Climate change and its effect on community health e-consultations, telemedicine, Genetic analysis, clinical data storage, and big data and analytics The adoption of artificial intelligence (AI), the internet of things (IoT), and equitable clinical services.	10	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6
II	**Communicable and Non – Communicable Diseases** Causes, Prevention and Treatment: Communicable diseases and mode of transmission - Covid-19, SARS, HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral	9	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6
III	**Maternal and Child Health** Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranatal and Postnatal care; Breastfeeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning	9	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6

	& its methods; Sex and Sexuality in terms of HIV/AIDS, LGBTQIA+; Sexual Reproductive Health Right.			
IV	**Food, Nutrition, Immunization & Health** Food, Nutrition & Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health. Food security programmes in India: Antyodaya Anna Yojana, PDS in the state of Tamil Nadu	8	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6
V	**Health Care in India** Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NHM, AYUSH Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education. Use of Traditional Media in Community health Education	9	1 2 3 4 5	K1/K2 K2 K3 K4 K5-K6

Prescribed Books

1. Park J.E. & Park K. (2022), Textbook of Preventive and Social Medicine; M/s. Banarsidas Bhanot, Jabalpur.

Reference Books

1. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.

2. Miller D.(1976). Dimensions of Community Health; Lowa : C. Brown Co. Publications.

3. Mohan Rao (1997) Disinvesting in Health – The World Bank's Prescriptions for Health.

4. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.

5. Pandey.R. & Kanhere V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.

6. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.

7. Pisharoti K.A, (2009). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.

8. Health for all now- The Peoples' Health Source Book (2004) AID India; Chennai.

9. Sanjivi K.S. (1971)Planning India's Health; Orient Longman, Chennai.

10. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co

Web Resources

1. https://www.who.int/publications/i/item/9789240040168
2. https://www.who.int/publications/i/item/WHO-HIS-HWF-CHW-2018.1
3. https://apps.who.int/iris/bitstream/handle/10665/275474/9789241550369-eng.pdf
4. https://www.who.int/publications/i/item/WHO-2019-nCoV-NDVP-CHWs-role-2021.1

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**					**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	2	2		3	2	2	3	3				K1
CO 2	3	3	2	3		2	2		3	3	3			K2
CO 3	3	3	3	3	2	3	2		3	3	3	3	3	K3
CO 4	3	3	3	3	2	3	3				3	3	3	K4
CO 5	3	3	2	3	3	2	3				3	3	3	K5 - K6
Wt. Avg.	3	3	2.4	2.8	2.3	2.6	2.4	2	3	3	3	3	3	
Overall Mapping of the Course				2.65							2.83			

GENERALIST FIELD WORK PRACTICUM- II

Course Code*	
Credits	6
Hours / Cycle	15 Hours / Cycle
Category	Core Course
Semester	II
Year of Implementation	From the academic year 2023 onwards

Course Structure	Supervision	Practical	Total Hours
	24	210	234

Course Description	The broad aim of concurrent fieldwork in Generalist Field Work Practicum -II is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a generalist model. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Identify the agency as a system – governance, philosophy, objectives, structures, and management of services/programs.	2,3	K1
CO2	Demonstrate knowledge and skills in engaging and assessing individuals, groups and communities	1, 3, 4	K2
CO3	Develop the ability to involve the client system in the problem-solving process, utilizing skills of social work interventions, including research.	2, 5	K3
CO4	Relate the inherent strength of the people to meet their needs and resolve their problems	2, 6	K4
CO5	Value the skills of documentation of direct practice through reflective and analytical learning and to create intervention plan and implement the same with individuals, groups and communities	2, 3	K5 & K6

Components for Generalist Field Work Practicum -II

I. *Concurrent Field Work*

Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning, connecting the classroom to field and field practice to the classroom. This progressive integration of theory, knowledge, practice, and skill development provides the student with the optimal foundation for professional practice.The broad aim of concurrent fieldwork in the second semester is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a generalist model.

II. *Ten days Rural Camp*

The rural camp gives a rural experience to the students. It also aims to emphasize group living, teamwork, adjusting, accommodating to the new environment, and also with the group. The camp is a ten-day package that includes, a visit to the villages close by,local government leaders, Public Health Centre, Schools, Nonprofit organizations, organizing medical camps, dental camps, veterinary camps, sports meets for the students from the nearby schools, public meetings based on a social issue and cultural programs.

Competencies for Practice

1. Practice Ethical and Professional Behavior
2. Recognize Human Rights and Social, Economic, and Environmental Justice
3. Engage in Research based direct Social Work Practice
5. Engage, assess and intervene with individuals, families and groups
6. Reflect, Evaluate and Report the practice with individuals, families and groups

Requirements:

210 Hours: Concurrent

- Work with individuals :5 (minimum 5 sessions each) and submission of detailed report
- Work with groups: 2 Groups (minimum 4 Sessions each)
- Working with communities (CO -2)
- Process recording of work with individuals with intervention: (2 Cases)
- Process recording of work with groups with intervention: (2 group)
- Process recording of Community Organisation:(2 Communities)
- Formulate a mini - research proposal and conduct a pilot study with quantitative design: 1

Evaluation Method:

The final grade is earned by the student based on a synthesis of:

- Successful completion of the Report and Evaluation by the required due date.
- Students' self-ratings, assessment, and evaluation.
- Field Instructor's ratings, assessment,evaluation, and recommendation.
- Field Advisor's assessment and recommendation, including overall evaluation of competence at both the generalist and specialized levels.
- Satisfactory completion of all 100 % field hours (within the stipulated Compensation).
- Submission of all signed weekly time logs by the required due date.
- Satisfactory completion of all Professional Development hours(Field Work Conference).
- Timely scheduling and completion of joint field work conferences.
- Level of professional demeanor/behavior, conduct, and development.

Internal Assessment by Faculty Supervisor & External Assessment by External Viva - Voce Examination

The grading rubric for Generalist Field Work Practicum -II is as follows:

INTERNAL CONTINUOUS ASSESSMENT

Criteria	CO # - K level	Marks	Weightage in %
Able to Understand the Organization setting and services provided	CO1 –K2	5	10
Knowledge about the client system	CO2 – K2	5	10
Professional relationship and Communication	CO3 – K3	10	20
Ability to analyze and link theory & Practice to resolve problems	CO4 – K4	10	20
Evaluate the needs and create programs and reports	CO5 - K5/K6	20	40
	Total	50	100

EXTERNAL CONTINUOUS ASSESSMENT

Criteria	CO # - K level	Marks	Weightage in %
Able to Understand the Organization setting and services provided	**CO1 –K2**	**5**	**10**
Knowledge about the client system	**CO2 – K2**	**5**	**10**
Professional relationship and Communication	**CO3 – K3**	**10**	**20**
Ability to analyze and link theory & Practice to resolve problems	**CO4 – K4**	**10**	**20**
Evaluate the needs and create programs and reports	**CO5 – K5/K6**	**20**	**40**
	Total	**50**	**100**

** Field Work Regulations has to be adhered (See Appendix - I & II)

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	3	2		3	2		3	3				K1
CO 2	2	3	2	3		3	3	3		3	3			K2
CO 3	3	3	2	3	2	3	3		3			3		K3
CO 4	3	3	2	3	2	3	2		3				3	K4
CO 5	3	3	2	3		3	3		3	3				K5 - K6
Wt. Avg.	2.8	3	2.2	2.8	2	3	2.6	3	3	3	3	3	3	
Overall Mapping of the Course				2.63							2.80			

SOFT SKILLS II: LEADERSHIP & PERSONALITY DEVELOPMENT

Course Code*				
Credits				
Hours / Cycle	**2 Hour / Cycle**			
Category	**Soft Skills Course**			
Semester	**II**			
Year of Implementation	**From the academic year 2023 onwards**			
Course Structure		**Theory**	**Practical**	**Total Hours**
		30	**-**	**30**
Course Description	This course enhances students' leadership qualities through self-discovery and personal growth, emphasizing the critical role of self-awareness. They will build relationships, collaborate, and influence positively through effective team dynamics and inclusive culture. They'll thrive in complex work situations, improving their adaptability and resilience.			

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Show a comprehensive understanding of mindfulness and its significance in personal growth.	**1, 6**	**K1**
CO2	Demonstrate effective use of leadership capabilities to drive innovation and continuous improvement.	**1, 6**	**K2**
CO3	Apply effective interpersonal communication and persuasion skills to build relationships, collaborate, and influence others positively.	**2, 3**	**K3**
CO4	Choose collaboration and teamwork by creating a supportive and inclusive environment.	**1, 2**	**K4**
CO5	Improve adaptability and flexibility to navigate and thrive in complex and changing work environments, fostering resilience and agility.	**1, 6**	**K5**

SYLLABUS				
UNIT	Content	Hours	COs	Bloom's Taxonomy Level
I	**Mindfulness and Growth Mindset** • Self-Reflection and Goal Setting • Emotional Intelligence and Relationship Building • Building Resilience and Adaptability	6	1 5	K1 K6
II	**Leading with Impact** • Inclusive Leadership and Diversity • Strategic Thinking and Decision Making • Adaptive Leadership and Change Management	6	2 5	K2 K5
III	**Leading Teams with Impact** • Conflict Resolution Strategies for Leaders • Effective Team Meetings and Facilitation	6	2 4	K2 K4
IV	**Effective Communication and Influencing Skills** • Persuasive Communication and Influencing Skills • Developing Powerful Public Speaking & Presentation Skills	6	3 5	K3 K5
V	**Building High-Performing Teams** • Cultivating Innovation and Creativity in Team Collaboration • Virtual Team Collaboration and Remote Work	6	4 5	K4 K5

Suggested Reading

1. Covey, S. R. (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. India: Simon & Schuster.

2. Maxwell, J. C. (2005). Developing the Leader Within You. United Kingdom: Thomas Nelson.

3. Goleman, D. (2009). Working with Emotional Intelligence. United Kingdom: Bloomsbury Publishing.

4. Carnegie, D. (2017). How to Win Friends and Influence People. India: Manjul Publishing House Pvt., Limited.

5. Wallace, H. R., Masters, A. (2010). Personal Development for Life and Work. United States: Cengage Learning.

Web Resources

1. Training Bubble - Self Development Resources
2. Skills Converged - Personal Development Resources
3. TED Talks
4. Maxwell Leadership Podcast

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	
CO 1	3	3	2	2	2	3	3	3					3	K1
CO 2	3	3	2	3	2	3	3	3					3	K2
CO 3	3	3	2	3		3	3		3	3				K3
CO 4	3	3	2	3		3	3	3	3					K4
CO 5	3	3	2	2	2	3	3	3					3	K5 - K6
Wt. Avg.	3	3	2	2.6	2	3	3	3	3	3			3	
Overall Mapping of the Course					2.66							3.00		

SEMESTER III

TECHNOLOGY & SOCIAL WORK PRACTICE

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours / Cycle**
Category	**Core Course**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course offers an overview of incorporating technology into social work. It delves into the significance of technology, trends, and emerging tools. Students cultivate digital literacy, ethical understanding, and competency. They also explore diverse service delivery methods and technology's role in social work practice. The curriculum combines theory and hands-on activities to equip students with the expertise needed to ethically and professionally leverage technology in social work practice. By fostering discussions and practical experiences, learners gain essential skills for delivering social services using technology while upholding ethical principles and meeting professional standards.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Relate an understanding of technology and emerging technologies relevant to social work practice.	1,2,3	**K1**
CO2	Demonstrate effective use of digital skills, competence, tools and resources that are relevant to social work practice and service delivery.	1,2,5	**K2**
CO3	Apply ethical principles and standards to the use of technology in social work practice	1,3,5	**K3**

CO4	Analyse data using technological tools to inform and enhance practice, policy development, and service delivery, ensuring outcomes are evidence-based and aligned with social work values.	2,3,4,5	**K4**
CO5	Develop strategies for promoting digital well-being in their professional practice	2,4,5,6	**K5-K6**

SYLLABUS			
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Introduction to Technology in Social Work** Meaning of Technology, Importance of Technology in Social Work Practice, Electronic Social Work Services Benefits and Challenges of Integrating Technology Current trends and emerging technologies in social work: Internet of Things (IoT), Artificial intelligence (AI), Machine Learning (ML), Extended Reality (VR/AR), Big Data & Predictive Analytics	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
II	**Digital Literacy & Competence** Tools & Skills: Use of Devices, Data Management, Social Media Management, Knowledge and skills required when using technology to provide services. DigComp 2.2, DQ (Digital Intelligence) Global Standard on Digital Literacy, Digital Skills and Digital Readiness	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

III	**Ethics and Standards of Practice** Ethical Use of Technology to Deliver Social Work Services. Considerations and Best Practices for using technology safely: Privacy and confidentiality, Informed Consent, Boundaries and relationships Information, Communication and Collaboration, Digital Content Creation, Safety, Managing and Storing Information National Association of Social Workers (NASW), Association of Social Work Boards (ASWB), Council on Social Work Education (CSWE), & Clinical Social Work Association (CSWA) Standards for Technology in Social Work Practice.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
IV	**Service Delivery Methods** Engaging with clients, communities, and stakeholders through : Online Forums, Social Media Platforms, Virtual Support Groups, Online Petitions and Campaigns, Social Media Influence, Advocacy Blogs; Video Conferencing: Tele-Health & Tele-Therapy; Mobile Applications, Case Management tools and software, Self-Guided Online Mindfulness Interventions. Crisis Hotlines, Text-Based Support Services & Chat-Bots, Trend & Predictive Analysis, Data Visualization and Info graphics, AI Tools, GIS, Digital Assessment Tools.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Digital Well-Being in Practice** Digital Self-care practices: Guidance on healthy technology use, setting limits on digital engagement, managing digital fatigue and burnout. Personal - professional boundaries in digital social work. Support Services: Peer support and supervision, Cultural and Practical Considerations in practice, Supporting clients in managing digital stress, anxiety, and addiction	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Textbooks

1. Bejarano,E. A. (2023). Artificial Intelligence (AI) For Social Workers: Social Work AI - Everything You Need To Know To Get Started
2. R Coe, J. A., Menon, G. M. (2000). Computers and Information Technology in Social Work: Education, Training, and Practice. United Kingdom: Taylor & Francis

Reference Books

1. Channabasaiah, Kumaraswamy. (2021). Hand Book of Technology and Social Work. Walnut Publication
2. Hill, A., & Shaw, I. (2011). Social work and ICT. SAGE Publications
3. Digital Social Work: Tools for Practice with Individuals, Organizations, and Communities. (2018). United Kingdom: Oxford University Press.

Suggested Readings

1. Fitch, D. (2015). A Conceptual Framework for Information Technology in Social Work Practice. Advances in Social Work
2. Hitchcock, L. I., Sage, M. D., Smyth, N. J. (2019). Teaching Social Work with Digital Technology. United States: CSWE Press.
3. Reamer, F.G. (2013). Social work in a Digital Age: Ethical and Risk Management Challenges. Social Work, 58(2), 163-172
4. The Routledge International Handbook of Digital Social Work. (2023). United Kingdom: Taylor & Francis.

Web Resources:

1. Artificial Intelligence & Social Work - Blog Post
   :https://www.thesocialworkgraduate.com/post/artificial-intelligence
2. ASWB Model Regulatory Standards for Technology and Social Work Practice
   https://www.aswb.org/wp-content/uploads/2021/01/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf
3. DigComp 2.2: The Digital Competence Framework for Citizens
   https://publications.jrc.ec.europa.eu/repository/handle/JRC128415
4. Digital Technology and Social Work - BASW Webinar
   :https://youtu.be/8V3Urz1lAAc?feature=shared
5. Essential Software Applications for Social Workers
   :http://mastersofsocialwork.org/25-essential-software-applications-for-social-workers.html
6. NASW Standards for Technology in Social Work Practice :
   https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice
7. Social Work Tech Blog : https://socialworktech.com/
8. Technology in Social Work - Blog Post
   :https://onlinesocialwork.vcu.edu/blog/technology-in-social-work/
9. Technology Use In Social Work Practice - NLCSW Webinar
   :https://youtu.be/nswBlII9b1E?feature=shared

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	2	1		2	3	3	3	2				K1
CO 2	3	3	3	1	3	2	3	3	3			3		K2
CO 3	3	2	2	2	3	3	2	3		3		3		K3
CO 4	3	3	2	3	3	3	3		2	3	3	2		K4
CO 5	3	3	2	3	3	3	3		2		3		3	K5 - K6
Wt. Avg.	3	2.8	2.2	2	3	2.6	2.8	3	2.5	2.7	3	2.7	3.0	
Overall Mapping of the Course				2.63								2.81		

SOCIAL POLICY AND SOCIAL LEGISLATION

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours/ Cycle**
Category	**Foundation Core**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	The objective of the course is to give an overview of the social policy and social legislations relevant to Social Work Practice. Social Work students will learn how social policies and legislations inform social work practice in the areas of legal accountability, standards of practice, civil and legal responsibility and as the primary response by governments to social problems. Using an inter-professional approach, students will examine how the Legal System informs and impacts practice in different professions. Through application of information and technical literacy, learners will critically examine the social policies and relevant legislation that affect the diversity of social services and programs that relates specifically to the client population.

Course Outcome(s) *Upon successful completion of the course, students should be able:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recall the legislative framework governing social welfare and the implications for professional practice and accountability in various helping professions	3, 4, 6	**K1**
CO2	Compare the impact of relevant legislation, mandated policies and regulations on service design and delivery	3, 4	**K2**

	Cash Transfer and Direct Transfer of Benefit: Janani Suraksha Y ojana (JSY); National Social Assistance Programme (NSAP); National Maternity Benefit Scheme; Direct Benefit Transfer Scheme in India (Fertilizer subsidy, Kerosene, LPG -PAHAL scheme) **Public Works Programme:** Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGS); Rural Landless Employment Guarantee Programme (RLEGP); Jawahar Rozgar Yojana (JRY)			
II	**Laws related to Marriage, Divorce and Succession** Hindu Marriage Act, 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956, Special Marriage Act 1956, 1954, Personal Laws -Provision regarding marriage and divorce in Mohammedan Law, Chrisitan; Guardianship and Wards Act, 1986, Dowry Prohibition Act 1961, The Family Courts Act 1984; Child Marriage Restraint Act, 1929	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
III	**Laws related to Women** Protection of Women from Domestic Violence Act 2005, Prevention of Immoral Traffic Act, 1956; Maternity Benefit Act, 1961; The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Indecent Representation of Women (Prohibition) Act, 1986; Medical Termination of Pregnancy Act 1971; The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, The Surrogacy (Regulation) Act, 2021 **Laws related to Children** Juvenile Justice (Care and Protection of Children) Act 2015 (Amendment 2016); The Right of Children to Free and Compulsory Education Act 2009; The Protection of Children from Sexual Offences Act 2012; The Commissions for Protection of Child Rights Act, 2005, Child Labour (Prohibition & Regulation) Act 1986, (Child Labour Prohibition and Regulation Amendment Act 2016)	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

IV	**Laws relating to Health, Disability and Mental Health** Mental Health Care Act, 2017; The Rights of Persons with Disabilities Act, 2016; The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; Narcotic Drugs & Psychotropic Substances Act 1985; The Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1988; The Transplantation of Human Organs and Tissues Act 1994; **Labour Laws** The Trade Unions Act 1926 (Trade Unions Amendment Act, 2001); Equal Remuneration Act, 1976; The Contract Labour (Regulation and Abolition) Act, 1970; The Factories Act, 1948; The Maternity Benefit Act, 1961 (Maternity Benefit Amendment Act, 2017); Employees State Insurance Act 1948; Building and Other Construction Workers' (Regulation of Employment and Conditions of Services) Act, 1996; The Bonded Labour Abolition Act, 1971; Minimum Wages Act, 1948; The Unorganised Workers' Social Security Act 2008.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Legislation pertaining to marginalised and vulnerable sections** Protection of Civil Rights Act 1976; The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 2015; The Protection of Human Rights Act 1993; The Maintenance and Welfare of Parents and Senior Citizens Act 2007; Slum Rehabilitation Act 2014; The Transgender Persons (Protection of Rights) Act, 2019; The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013 **Special Acts** Corruption Prevention Act 2018; Right to Information Act, 2005; Consumer Protection Act 2019; The Inter-state Migrant Women (Regulation of Employment and Conditions of Service) Act 1979; The Food Safety and Standards Act 2006; The Disaster Management Act 2005.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Books/ Textbooks:

1. A. Ramaiah. Laws for Dalit Rights and Dignity, Jaipur: Rawat Publications. 2007
2. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
3. Basu Durga das. 1994. Human rights in Constitutional Law. Princeton Hall. London
4. Baxi.U. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
5. Biswal.T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
6. Gonsalvez, Rebecca., Menezes, Ryan & Hiremath, Vijay, Criminal Law: Law for Activists Vol. I. New Delhi: Human Rights Law Network, 2007
7. Jain S.P.,2008, Industrial and Labour laws, New Delhi: Dhanpat Rai and Company
8. Sakhrani, Monica. Citizens Guide to Criminal Law. New Delhi: Universal Law Publishing, 2008

Reference Books:

1. A. Ramaiah. Laws for Dalit Rights and Dignity, Jaipur: Rawat Publications. 2007
2. Alcock, Pete (Ed.) (et.al). (2012). The Student's Companion to Social Policy. UK: Wiley-Blackwell
3. Diwan, Paras., 1985, Modern Hindu Law, Allahabad: Law Agency
4. Kumar H.L., 2000, Labour Laws, Delhi: Universal Law Publishing House
5. Rakesh Shukla. Judicial Pronouncements and Caste. Economic and Political Weekly. Vol. 41, Issue No. 42, October 6, 2006, p. 4403-4406
6. Shorter Constitution of India, by D.D. Baus – Published by LexisNexis Butterworths Wadhwa (Nagpur).
7. Spicker, Paul. (2014). Social Policy – Theory and Practice. Policy Press: Bristol

Suggested Readings:

1. Aravacik, Esra Dundar (2018). Social Policy and the Welfare State, Public Economics and Finance. Retrieved from: https://www.intechopen.com/ chapters/64579
2. Gangrade, K.D. (1978), Social Legislation in India, Concept Publishing Company, New Delhi.
3. Jayna Kothari. The UN Convention on Rights of Persons with Disabilities: An Engine for Law Reform in India. Economic and Political Weekly, May 1, 2010 Vol XIV No 18. p.65-72
4. Ortiz, Isabel. Social Policy. Retrieved from: https://core.ac.uk/download/pdf/ 7189078.pdf.
5. Saraf, D.N. (ed.), 1984, Social Policy, Law and Policy, Law and Protection of weaker Sections of Society, Lucknow: Eastern Book Company
6. Shorter Constitution of India, by D.D. Basu – Published by LexisNexis ButterworthsWadhwa (Nagpur)
7. Singh, Sujan., 1996, Legal Aid-Human Rights to Equality, Delhi: Deep and Deep Publication
8. The Planning Social Legislation: It is Role in Social Commission Welfare, (1956) Government of India, Delhi.

Web Resources:

1. Constitution of India
   https://india.gov.in/my-government/constitutionindia/constitution-india-full-text
2. ePG Patayasala
   https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w
3. Vidya Mitra E- Books
   http://nyaaya.in/law/28/the-scheduled-castes-and-the-scheduled-tribes-prevention-of-atrocities-act-1989/%23section-2

   The following judgments of the Supreme Court can be found on the Indian Kanoon Website:
4. https://indiankanoon.org
5. https://www.indiacode.nic.in/

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	2			3	1			3	3		2	**K1**
CO 2	3	3	2			2	2			3	3			**K2**
CO 3	3	2	3	2	2	2			3		3	2		**K3**
CO 4	3	2	1	3	1	3	3	3	3	3	3	2		**K4**
CO 5	3	2	3	3	2	3	3				3	3	3	**K5 - K6**
Wt. Avg.	3	2.2	2.2	2.7	1.7	2.6	2.3	3	3	3	3	2.3	2.5	
Overall Mapping of the Course				2.37							2.81			

SPECIALIZATION PAPER I

COMMUNITY DEVELOPMENT PRACTICE

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Specialization Course**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course Description	The community development practice course aims to provide insights on various models and approaches of community development and to assist the development of reflective and critical community development practitioners. The course will help the students to understand the process of community development and develop their roles and skills required as a practitioner

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recognize the underlying theoretical foundations of Community Development	**1, 3, 4, 6**	**K1**
CO2	Demonstrate the understanding of roles and skills for community development practice.	**1, 3,4,5**	**K2**
CO3	Apply the various models and approaches of Community Development	**1, 2,4,5,6**	**K3**
CO4	Analyze the importance of Various Community Development participatory tools.	**1, 2, 3, 5**	**K4**
CO5	Critically evaluate the challenges of Community Development Practice at the Regional, National & Global level.	**2, 3, 4, 6**	**K5-K6**

				Bloom's Taxonomy Level
UNIT	**Content**	**Hours**	**CO's**	
I	**Introduction to Community Development Practice** Community Development: Definition, Related Concept: Community Empowerment, Community Building, Community Organization/Mobilization, Community Capacity, Community Competence, Community Resilience. Objectives, Scope, Philosophy and Principles of Community Development, Ethics and Values of Community Development Practice. Foundations of Community Development: Approaches to disadvantage groups, Empowerment, Needs and Rights of People.	12	1 2 3 4 5	**K1 K2 K3 K4 K5-K6**
II	**Models and Types of Community Development** Neighborhood development model, System change model, Structural change model, Inter -community model, Multi Community development model, Participatory Model, Community Empowerment Model, Social Justice Model, Ecological Model Types: Cultural Development, Environmental Development and Personal and Spiritual Development, Integrated Community development, Balanced Development. ABCD - Asset Based Community Development	12	1 2 3 4 5	**K1 K2 K3 K4 K5-K6**
III	**Process of Community Development** Defining the Professionals Role, Researching the community, Entering the Community, Consciousness Raising, Needs and Assets assessment, Setting Goals, Building Effective organizations, Strategizing, Taking Action, Evaluation **Components of Community Development Process** Leadership, Partnerships, Building Community Capacity, Funding Community Development, Reviewing and Adapting the Community Development Plan, Motivation and Commitment, Communication, Using Technical Support and Expertise.	12	2 3 4 5	**K1 K2 K3 K4 K5-K6**

The table header "SYLLABUS" spans the full width above the column headers.

IV	**Values, Roles and Skills of Community Development Worker** Valuing Local Knowledge, Culture, Resources, Skills, Processes and Solidarity Facilitative Roles and Skills: Social Animation, Mediation and Negotiation, Support, Building Consensus-increases solidarity and Commitment, Group Facilitation, Utilization of Skills and resources, Organizing, Personal Communication. Educational Roles and Skills: Consciousness -raising, Demographic information, Confronting, Training. Representational Roles and Skills: Obtaining Resources, Advocacy-Media, Bureaucracy and Judiciary, Using the Media, Public Relations Networking, Sharing Knowledge, Experience. Technical Roles and Skills: Research, Alternative Research approaches, Using computers, Verbal and written presentations, Management, Financial Control Needs Assessment and Evaluation skill, developing skill, Demystifying skill and Skill-sharing	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
V	**Tools and Challenges for Community Development** Tools: Participatory Methods- PRA, PLA, Appreciative Inquiry, Community Need Assessment, Sustainable Livelihood Framework, Focus Group Discussion, Social Audit, SROI, Culturagram, CSR Assessment Techniques, Monitoring and Evaluation of Community Development Projects. Challenges: Getting From Planning to Action, Evaluating Results, Lack of Financial Resources, Role Confusion and Power Struggles, Unresolved Conflict, Applying Tools and Techniques effectively.	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

Prescribed Books:

1. Jim Ife & Frank Tesoriero (2006). Community Development: Community-based alternatives in an age of Globalization (3rd Edition), Australia: Pearson Education.
2. Jim Ife, (2013). Community Development in an Uncertain World, Cambridge University Press.

Reference Books:
1. Douglas Ensminger (1965). A Guide to Community Development, Ministry of Community Development.
2. Introduction to Community Development: Theory, Practice, and Service-Learning. (2011). India: SAGE Publications.
3. Jain S.C (1985). Community Development & Panchayat Raj in India, Chennai: Allied Publishers Ltd.

Suggested Readings:
1. Beck, D., Purcell, R. (2020). Community Development for Social Change. United Kingdom: Taylor & Francis.
2. Twelvetrees, A. C. (2017). Community Development, Social Action and Social Planning. United Kingdom: Bloomsbury Publishing.

Web Resources:
1. Community Resilience: https://www.resilience.org/stories/2018-11-28/six-foundations-for-community-resilience/
2. http://pubs.iied.org/pdfs/6021IIED.pdf
3. http://www.adam-europe.eu/prj/8549/prj/Appreciative%20Inquiry%20Handbook.pdf
4. http://www.sagepub.com/upm-data/15523_Chapter_3.pdf
5. Process of Community Development: https://youtu.be/7nJMGVa2CVo?si=X4uofm-8foHE57Ke
6. Sustainable Community Development: https://youtu.be/a5xR4QB1ADw?si=7Iht5f7p0Suc4lP5
7. Take a Street and build a Community: https://youtu.be/C1WSkXWSJac?si=PB-GslINaENRpGCp
8. UNs SDG: https://youtu.be/eSbDfaQvXTU?si=KG-qnQuOVrGna3x6

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	3	3	2	1	3	3	3		2	3		3	**K1**
CO 2	3	3	2	3	2	3	3	3		3	3	3		**K2**
CO 3	3	3	3	2	1	3	3	3	2		3	3	3	**K3**
CO 4	3	3	3	2	1	2	3	3	3	3		3		**K4**
CO 5	3	3	2	3	1	3	3		3	3	3		3	**K5 - K6**
Wt. Avg.	3	3	2.6	2.4	1.2	2.8	3	3	2.7	2.75	3	3	3	
Overall Mapping of the Course				2.57							2.90			

SPECIALIZATION PAPER II

RURAL & URBAN COMMUNITY DEVELOPMENT

Course Code*			
Credits	**4**		
Hours / Cycle	**4 Hours/ Cycle**		
Category	**Core Specialization Course**		
Semester	**III**		
Year of Implementation	**From the academic year 2024-2025 onwards**		
Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**
Course Description	This course provides an introductory understanding to rural and urban communities. It focuses on a basic and all-around perspective on issues of rural, urban, city, life, economy, and how ordinary and elite groups shape various aspects . This course demonstrates knowledge and understanding of past and contemporary issues pertaining to urban and rural development and livelihoods, including different definitions of urbanity and rurality, and theories and frameworks for understanding urban and rural development. It demonstrates the ability to critically and systematically integrate knowledge and to analyse and assess complex phenomena and issues in the fields of urban rural development and urban rural livelihoods. Critically analyse the empirical and theoretical connections between rural and urban development, at the micro and meso levels		

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Recall the broad role of social workers in the field of rural and urban development	**1,2,3 5,6**	**K1**
CO2	Explain various rural development measures including local governance institutions formed to facilitate rural development	**1,3,4.6**	**K2**

CO3	Identify the need and significance of rural and urban development to authorities	1, 2, 4,5,6	K3
CO4	Appraise the need for separate programmes in the field of rural and urban development by having understanding on rural & urban problems and development institutions	1,2,3, 5	K4
CO5	Develop and carry out projects that enable them to be employable and upscale their skills	2, 3, 4, 6	K5 / K6

SYLLABUS				
UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
I	Rural; Village; Theoretical understanding of rural, rurality Indian Society (India Giant Trinity – Gandhi, Nehru and Ambedkar views on Village) Rural Development: Concepts: Pre-Independence Extension Projects, Community Development Programmes (CDP) and Rural development Programmes; Rural development theories , Approaches of rural development Global Perspective Rural Governance and Administration in India; The Constitutional 73rd Amendment, PRI role in rural governance, Three-tier System, District Planning Committee; Rural Administration; Rural Development Planning (VPDP, BPDP, DPDP), LSDG, Panchayat Development Index (PDI) Rural Development Institutes; Rural Cooperatives (Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives), FPOs; Training Institutions for Rural Development (DRDA, NIRD&PR, NABARD, NRRD, CAPART, RICS, SFURTI, PRODIP, Agriculture, Horticulture and Veterinary Universities),	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

II	Rural Economy; Agriculture development; Alternative Occupations in Rural Areas; Gainful employment; Rural Industrialisation (Small Scale Micro Enterprises,, Agro based Industries, Rural Artisans, Handicrafts and Sericulture, Rural Market), KVIs, Coir Industry, Handlooms, Power Looms, Cottage Industries; Rural Industrial Promotional Organisations/Institutions; Rural Banking and Credit; Rural –Entrepreneurship and Development; Skill Development Initiatives; Rural Tourism; Agriculture & Rural Bio-Technology (Mushroom Technology, Vermicompost, Biogas, Bio-pesticides) Natural Resource and Sustainable Development: Land, Water, Vegetation and Soil Management Programmes,; Land Use Patterns; Common Property Resources (CPRs), Social Forestry, Community Forest, Eco-tourism, Non-Timber Forest Products, Minor Forest Produce (MFP); Rural Development Programmes and Policies (National)	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
III	Urban – Etymology of the word 'Urban' – Administrative and demographic definition of urban – Urbanisation and its meaning; Antinomies of urbanism and urbanisation; Urban revolution – History of Urbanisation in India – Theories of Urban Sociology; Urban Community: Meaning, Characteristics of Town, City, Metropolis, Suburbs, and Satellite Town. Problems of Urban Community: Crime, Communal Tensions, Accidents, Slums, Development induced Displacement, Migration, Housing, Homelessness, Solid Waste, Pollution, Human Trafficking, Environmental changes and Other Emerging problems.	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

IV	Urban Community Development: Urban Community Development: Meaning, Need, and Scope. Urban Development Administration Urban Development Programmes and Policies (National): Town Planning and other Legislations related to Urban Development. Urban Development Authorities in India (CMA, HUDCO). 74th Amendment to the Constitution to Urban Governance.	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	Technology and Rural/Urban Development & Technology and the Urban Community Information & Communication Technology for Rural Development; Rural Water Resource Management; Remote Sensing and GIS for Rural Development, e-Governance SMART Technologies for rural and urban development	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Books/ Textbooks
1. For the City Yet to Come: Changing African Life in Four Cities. Durham; London: Duke University Press
2. Lancione, M., & McFarlane, C. (Eds.). (2021). Global Urbanism: Knowledge, Power and the City. Oxford: Routledge. Simone, A. (2004)

Reference Books
1. Chambers, R. (2014). Rural Development: Putting the Last First. United Kingdom: Taylor & Francis.
2. Desai, A. R. (2019). Rural Sociology in India. India: SAGE Publications.
3. Urban Problems and Urban Perspectives. (2003). India: Abhinav Publications.

Suggested Readings
1. Karashima, Noboru et al. 2011. "Nagaram: Commerce and Towns AD 850-1350". In Singh, Upinder (ed). *Rethinking Early Medieval India*. New Delhi: Oxford University Press.
2. Lanman , Ingelise L. "The Urban Lotus Blooms: Premodern Cities in South Asia", In *Charisma and Commitment in South Asian History*: Essays Presented to Stanley Wolpert, edited by Roger D. Long., pages 54-70
3. Mumford, Lewis. 1961. *The City in History: Its Origins, Its Transformations and Its Prospects.* New York: Harcourt Brace & World Inc.

4. Possehl, Gregory L. 2002. *The Indus Civilization: A Contemporary Perspective.* New Delhi: Vistaar Publication (Alta Mira Press)
5. Ramachandran, R. ,2010 (1989),*"Urbanization and Urban Systems in India"*, , New Delhi: Oxford University Press

Web Resources

1. Census of India
   http://censusindia.gov.in/Data_Products/Library/Indian_perceptive_link/Census_Terms_link/censusterms.html
2. Community and Local Development
   https://www.worldbank.org/en/topic/communitydrivendevelopment
3. ePgPathshala , National Mission on Education through ICT (NME-ICT)
   https://epgp.inflibnet.ac.in/
4. The Industrial Revolution. (2011). In Encyclopædia Britannica. Retrieved from
   http://www.britannica.com/EBchecked/topic/766900/The-Industrial-Revolution

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	2	3	1	3	3	3	2	3		3	3	K1
CO 2	3	3	2	2	2	2	3	3		2	3		3	K2
CO 3	3	2	3	1	2	3	3	3	2		3	3	3	K3
CO 4	3	2	2	3	2	3	3	3	3	3		3		K4
CO 5	2	3	3	2	2	3	3		3	3	3		3	K5 - K6
Wt. Avg.	2.8	2.6	2.4	2.2	1.8	2.8	3	3	2.5	2.8	3	3	3	
Overall Mapping of the Course				2.51								2.88		

SPECIALIZATION PAPER I

HEALTH AND SOCIAL WORK

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Specialization Course**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	Theory	Practical	Total Hours
	60	**-**	**60**

Course Description	The Health and Social Work course offers a comprehensive exploration of the intersection between healthcare and social services. Students delve into the dynamic interplay of physical, mental, and social well-being, gaining a nuanced understanding of the challenges faced by individuals and communities. Core topics include healthcare systems, Health Programmes and Policies, Alternative systems of Medicine, Basics of Epidemiology and Community Health issues. Through case studies, visits to the different health institutions in and around, students cultivate the expertise needed to promote holistic health and advocate for vulnerable populations. This course equips future professionals with the tools to make a meaningful impact in the realms of health and social work.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Outline the Organisation and Health Planning in India and its relevance to Social Work	**1, 2, 3, 4**	**K1**
CO2	Understand the important Health Programmes and Health related Policies in the country	**2, 3, 4**	**K2**

CO3	Identify the various health problems of vulnerable & marginalised communities	2, 3, 4, 5, 6	K3
CO4	Examine the basic Epidemiological concepts and studies and the dynamics of disease transmission.	4, 5, 6	K4
CO5	Develop appropriate strategies to address the common health issues in the Communities.	4, 5, 6	K5 - K6

SYLLABUS				
UNIT	Content	Hours	COs	Bloom's Taxonomy Level
I	**Organisation and Health Planning in India** Organisation and Administration of Public Health care at the centre, State, District, Municipality and Village level. Health planning in India: Planning cycle, Health committees, Five-year plans and Health & Family Welfare.	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Health Policies, Progammes and Organisations** National Health Policy 2002 National Health Programmes: NHM, AYUSH, NTEP, Universal Immunization Programme, National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases & Stroke (NPCDCS), National Programme for the Health Care for the Elderly (NPHCE), National AIDS Control Programme (NACP)	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

	National Vector Borne Disease Control Programme (NVBDCP); Janani Shishu Suraksha Karyakram (JSSK), JSY, ICDS, NOTTO, TRANSTAN, School Health Programmes, AIDS Control programmes, National and International Organisations related to health: ICMR, WHO, UNICEF, Red Cross,				
III	**Health of Elderly and Marginalised** Psychological and Sociological Theories of Aging, Psychological, Social, Physical needs and Problems of Older Persons. Rights of Older Persons against Neglect, Abuse, Violence and Abandonment and Social Work Interventions. Welfare measures for the Differently Abled, UDID, State Health programmes for the weaker sections. Health issues and challenges of Marginalised Communities (Tribals, Sexual Minorities, Migrants)	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
IV	**Epidemiology** Epidemiology in Community Health: Definition, meaning and scope, Vital Statistics, Incidence and Prevalence. Dynamics of Disease Transmission, Infectious disease, Epidemiology and epidemiological methods	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

V	**Community Health Issues and Role of Social Workers** Community Health Issues related to the Environment (Water, Air, Noise, Soil, Pollution, Radiation hazards, Climate change); Gender; Housing; Occupational Health Hazards; Disasters, Globalization, and Economy. Role of Social Worker – Proactive, Preventive, Developmental and Remedial Measures in Health	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Text book

1. Park J.E. & Park K. (2022), Textbook of Preventive and Social Medicine; M/s. Banarsidas Bhanot, Jabalpur.

Reference Books
1. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.
2. Miller D.(1976). Dimensions of Community Health; Lowa : C. Brown Co. Publications.
3. Mohan Rao (1997) Disinvesting in Health – The World Bank's Prescriptions for Health.
4. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.
5. Pandey.R. & Kanhere V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.

Suggested Readings

1. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third
2. World.
3. Pisharoti K.A, (2009). Education for Better Health of Mother and Child in Primary
4. Health Care. IUHE- EARB, Chennai.
3. Health for all now- The Peoples' Health Source Book (2004) AID India; Chennai.
4. Sanjivi K.S. (1971)Planning India's Health; Orient Longman, Chennai.
5. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co

Web Resources

1. NASW Health Care Resources https://www.socialworkers.org/LinkClick.aspx?fileticket=70gN9BVYqS4%3D&portalid=0
2. Health & Social Work Journal https://www.naswpress.org/content/1410/health-social-work
3. Community Health Tool Kit https://communityhealthtoolkit.org/tools
4. WHO Resources
   - https://www.who.int/publications/i/item/9789240040168
   - https://www.who.int/publications/i/item/WHO-HIS-HWF-CHW-2018.1
   - https://apps.who.int/iris/bitstream/handle/10665/275474/9789241550369-eng.pdf
   - https://www.who.int/publications/i/item/WHO-2019-nCoV-NDVP-CHWs-role-2021.1

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	2	1	1		2	3	3	3	3	3			**K1**
CO 2	3	2	1	2		3	3		3	3	3			**K2**
CO 3	3	3	3	3	1	3	2		3	3	3	3	2	**K3**
CO 4	3	3	2	2	2	3	3				3	3	3	**K4**
CO 5	3	3	3	3	3	3	3				3	3	3	**K5 - K6**
Wt. Avg.	3	2.6	2	2.2	2	2.8	2.8	3	3	3	3	3		
Overall Mapping of the Course				2.49							3.00			

SPECIALIZATION PAPER II

MENTAL HEALTH & PSYCHIATRIC DISORDERS

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Specialization Course**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course Description	Mental Health is an important dimension in the overall well-being of an individual. Social Work students specializing in Psychiatric Social Work need to understand the concept of mental health so they can proactively promote it among individuals, groups and communities. The course will provide an understanding of mental health, and give an in-depth knowledge of Psychiatric Disorders. This course provides the foundation for the practice of social work in the field of mental health. It is designed to introduce students to the knowledge of psychiatry, and the values, and skills necessary for social work practice in mental health settings.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recall and show an in-depth knowledge of Psychiatric disorders	**1,2,3,4,5**	**K1**
CO2	Understand the concept of Mental Health and the characteristics of Positive Mental Health	**1,2,3,4,5**	**K2**
CO3	Apply skills in identifying mental disorders in health settings and in community work.	**1,2,3,4,5,6**	**K3**

CO4	Assume the skills needed for assessment in the psychiatric setting	1,2,3,4,5	K4
CO5	Plan and work for the prevention and amelioration of mental health problems.	1,2,3,4,5,6	K5-K6

SYLLABUS			
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**Concept of Mental Health & Mental Illness** Concept of Mental Health and wellbeing. Magnitude of Mental Health problems in India, Indian view of Mental Health, Changing trends in Mental Health Care. Socio-cultural factors in Psychiatry, Magico-religious practices. Role of National and International Organisations in Mental Health History of Psychiatry; Classification of Mental Disorder – ICD 10 & 11, DSM-IV/V & ICF	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Psychiatric assessment** History taking and Mental Status Examination, use of interview in Psychiatric Setting, Psycho-social and Multi-dimensional assessment of Mental disorders; Bio – Psycho-social assessment Application of systems theory in assessment – use of genogram and ecomap; Use of mental health scales in assessment	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
III	**Common Mental Disorders** (ICD 10 classification) – Clinical signs & symptoms Organic Mental Disorders, Mental and behavioral disorders due to psychoactive substance use, Schizophrenia, Mood Disorders	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

IV	**Common Mental Disorders** (ICD 10 classification) – Clinical signs & symptoms Neurotic stress related and Somatoform disorders, psycho-physiological disorders, Suicide, Sexual disorders; Disorders of adult personality and behavior Mental retardation and Psychiatric disorders in Childhood Common Psychotropic drugs – affordability and its side effects	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
V	**Mental Health problems among vulnerable groups** Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness / Mental Retardation, Pregnant women, Sexual Minorities, Mental Illness and Homelessness	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

Prescribed Text Book
1. Ahuja, Niraj (2011): A Short Textbook of Psychiatry 7th Edition, New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd.

Reference Books
1. Oxford Textbook of psychiatry, 2nd ed., Gelder, Gath & Mayon, (1989). Oxford University Press: NY.
2. Comprehensive Textbook of Psychiatry, 6th ed., Vol. 1 & 2, Kaplan & Sadock, (1995). William & Wilkins: London.
3. World Health Organization (1992): The ICD-10 Classification of Mental and Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi: Oxford University Press
4. American Psychiatric Association (1995): Diagnostic & Statistical Manual of Mental Disorders (4th Edition).Washington DC: American Psychiatric Association

Suggested Readings

1. Fish, F, & Hamilton, M (1979) Fish's Clinical Psychopathology, John Wright & Sons: Bristol.
2. Kapur, (1995) Mental Health of Indian Children, Sage publications: New Delhi.
3. Martha Sajatovic Luis F Ramirez. Rating scales in Mental health, 2nd Edition, Panther Publishers Pvt. Ltd. Bangalore -560034.
4. Robert E. Hales, Stuart C. Yudofsky, John A. Talbott.TextBook of Psychiatry Vol. I 3rd Edition, 2001 Jaypee Brothers Publishers (P) Ltd, New Delhi.
5. Sathyanarayana Rao, (2010) Indian Research in Psychiatry: A Journey of Six decades: A compendium covering all the research in Indian Psychiatry. Mysore: Indian Journal of Psychiatry / Indian Psychiatric Society.
6. Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi: Sage Publications India Pvt. Ltd.
7. Child and Adolescent Psychiatry: Modern approaches, 3rd ed., Rutter, M. & Herson, L (1994) Blackwell Scientific Publications: London.
8. Sims, A. (1988). *Symptoms in the Mind: An introduction to descriptive psychopathology.* Bailliere Tindall Publishers.
9. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.
10. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.

Web Resources

1. https://dsm.psychiatryonline.org/
2. World Health Organisation https://icd.who.int/en/
3. NIMHANS Open Access Resources https://nimhans.ac.in/library/library-oa-resources-2/
4. National Mental Health Programme (NMHP) https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=1043&lid=359

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	3	2	2	1	3	3	2	3	3	3	2		**K1**
CO 2	3	3	2	2	1	3	3	3	3	2	2	1		**K2**
CO 3	3	3	2	2	2	3	3	3	3	3	2	2	2	**K3**
CO 4	2	3	2	2	2	3	3	3	3	3	3	3		**K4**
CO 5	2	3	3	2	2	2	3	3	3	3	2	3	3	**K5 - K6**
Wt. Avg.	2.6	3	2.2	2	1.6	2.8	3	2.8	3	2.8	2.4	2.2	3	
Overall Mapping of the Course					2.46							2.62		

ELECTIVE
ENVIRONMENTAL JUSTICE AND SOCIAL WORK

Course Code*	
Credits	**2**
Hours / Cycle	**3 Hours / Cycle**
Category	**Elective**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course provides an in-depth exploration of environmental justice and social work. It deals with the essence of environmental justice and its intersection with social welfare, delving into various justice-based environmental movements. It illuminates Green Social Work, emphasizing its role in fostering social equity and empowerment, intertwined with sustainability. It unravels the complexities of environmental degradation, while It navigates the impact of environmental hazards on marginalized communities. Finally, It equips the students with tools to integrate environmental justice into social work practice, exploring Environmental Impact Assessment and the pivotal roles of UNEP and MoEFCC.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concepts of environmental justice	**1, 2, 3**	**K1**
CO2	Understand the paradigm of green social work and its implications for SDGs	**2, 3, 4**	**K2**
CO3	Identify various issues related to environmental degradation.	**2, 3, 4, 5, 6**	**K3**

CO4	Analyse the Impact of environmental hazards on marginalized communities	4, 5, 6	K4
CO5	Develop appropriate social work interventions and advocacy to deal with environmental issues	4, 5, 6	K5 & K6

SYLLABUS				
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Introduction to Environmental Justice:** Define environmental justice and its relevance to social work practice. Environmental justice movements such as Narmada Bachao Andolan, Appiko, CHIPKO movements and Silent Valley protest. and their intersection with social welfare. Global warming, Climate change- causes and consequences	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Green Social Work:** Concept, Integration of environmental justice, sustainability, and social welfare. The interconnectedness of environmental and social problems. The practice of Green Social Work includes - community organizing, policy advocacy, environmental education, and Networking. Green social work for promoting social equity and empowerment with special reference to SDGs	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

III	**Environmental Degradation:** Socio-religious and cultural factors influencing environmental degradation, causes for deforestation; The Global environmental crisis - Urbanization, commercialization and its impact on environment, Impact of war on ecology. Disaster; Types causes, impact and role of Social Worker in Disaster Management	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
IV	**Impact of environmental hazards on marginalized communities.** Environmental challenges faced by marginalized populations, including communities of colour, low-income communities, indigenous peoples, IDP, Migrants and immigrants. Displacement due to developmental activities, Urban ecological problems, sanitation, sewage and solid waste management, Waste Utilization and recycling. Man-animal conflict.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Integrating Environmental Justice into Social Work Practice.** Micro, mezzo, and macro level social work practices addressing environmental justice. Environmental Impact Assessment (EIA), environmental policy analysis and its relevance to environmental sustainability. International Conventions on Environment; Constitutional & Environmental Legislative Provisions related to the environment. Role of UNEP and the Ministry of Environment, Forest and Climate Change (MoEFCC) in promoting Environmental justice. Roles of social workers as agents of change in advancing environmental equity and sustainability	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Text Book:
1. Dominelli, Lena (2012), Green Social Work, UK: Polity Press
2. Environmental Social Work. (2013). United Kingdom: Routledge.

Reference Books
1. Disasters, health impacts and the value of implementing the Sendai Framework for Disaster Risk Reduction 2015–2030 35 Virginia Murray, Lorcan Clarke and Rishma Maini
2. Dr. S.J.P.Thompson (2012) "Climate Change Untold Truths and the Ultimate Solution"USA, SBRA Houston USA.
3. Green social work in theory and practice: A New environmental paradigm for the profession - Lena Dominelli
4. The critical role of social work in disaster response: experiences in the United Kingdom David N. Jones
5. Transdisciplinary collaboration between physical and social scientists: drawing on the experiences of an advisor to Earthquakes without Frontiers (EwF) , Peter Sammonds

Suggested Reading
1. Erickson, C. L. (2018). Environmental Justice as Social Work Practice. United States: Oxford University Press.
2. Sankaran , (2007)" Environment Economics" Margham Publications, Chennai.
3. The Routledge Handbook of Environmental Justice. (2017). United Kingdom: Taylor & Francis.

Web Resources
1. https://egyankosh.ac.in/bitstream/123456789/84464/1/Block-3.pdf
2. https://esgindia.org/new/ Environmental, Social Justice & Governance Initiatives

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	2	2		3	3	3	3	3				K1
CO 2	3	3	2	3		3	3		3	3	3			K2
CO 3	3	3	3	2	2	3	3		3	3	3	2	2	K3
CO 4	3	3	3	2	2	3	3				2	2	3	K4
CO 5	3	3	2	2	1	3	3				3	2	3	K5 - K6
Wt. Avg.	3	2.8	2.4	2.2	1.67	3	3	3	3	3	2.75	2	3	
Overall Mapping of the Course					2.58							2.74		

GLOBAL SOCIAL WORK

Course Code*	
Credits	**2**
Hours / Cycle	**3 Hours / Cycle**
Category	**Elective**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	With increased global communication comes an awareness of the similarity of social challenges faced by nations throughout the world. Among these are human rights, rapid and unplanned urbanization, poverty, housing, gender inequality, inability to care for the complex needs of children, poverty and indebtedness, racial and/or ethnic discrimination, and cultural conflicts. Social work and social welfare models used in India represent only a subset of the large number of possible intervention strategies available to respond to the diverse needs of communities and societies. This course attempts to prepare students for international social work or for work with diverse populations in India by encouraging the development of appropriate strategies for working with those whose worldviews are beyond the narrow cultural contexts of this country.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concept of the International dimensions of Social work and Connections between the local and global. 1. To make cross – cultural comparisons in examining responses to global issues 2. To enhance cross-cultural competence among students	1,2,3,4,5	K1
CO2	Demonstrate knowledge of the influence of. social, economic, and political policy on the lives of citizens in the Global North and South.	1,2 3,4,6	K2
CO3	Apply the various models of International social Work and by engaging with culturally diverse communities, domestically and abroad.	1,2,3,5	K3

CO4	Examine issues of power, privilege, oppression, social justice, and the processes and impact of the global capitalist project - acts of war, colonization, international aid and development, and democratization	1,2, 3,4,6	K4
CO5	Develop a critical understanding of how their own assumptions, values, biases, positionalities (gender expression, age, race/ethnicity, etc.) affect their practice of global social work.	1,2,4,5,6	K5-K6

SYLLABUS				
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**International Social Work** Concept, Importance of International Social work, Social work as an International Profession, International Professional Action. Dimensions of International Social Work Opportunities in International Social Work Global Agenda for Social Work Global Perspectives in Social Work Education	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Global Interdependence and Social Development** Global Interdependence and Social work – Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence Forces Influencing International Social Work: Modernization, Globalization, Social Development International Relief and Development practice, Role of International Social Welfare Organization and their functions. The United Nations and Non-Governmental Organizations.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

III	**Competencies for International Social Work Practice** Global Intercultural Competence, Global and Intercultural Knowledge, Skills, and Attitudes, Multicultural Understanding and Social Work Practice, Meaning of Cross Cultural Competence, Cultural awareness, Cultural Humility. Standards for Cultural Competence in Social Work Practice (NASW 2001), 2020-2030 :Global Agenda for Social Work.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
IV	**Models and Approaches for International Social Work Practice:** Models: Social Services Model, Social Welfare Model, Social Development Model, Global Social Transformation Model Approaches: Selective Approach, Integrated Approach and Concentrated Approach	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Global Challenges:** Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, War, Refugees, Displacement & Forced Migration, HIV/AIDS, Human Trafficking, Climate Change, Disaster Response, Pandemic etc. The Rise of the Non-Profit Sector: Global Perspective**s,** Government Welfare in the Modern World.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Textbooks:

1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies & Programmes; New Delhi: Vistaar Publications

2. Healy, Lynne M. & Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press.

3. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press.

4. Midgley, J. (1995). Social Development: The Development Perspective in Social Welfare. Thousand Oaks, CA: Sage Publications, Inc. Hokenstad, M. C., Khinduka, S. K., & Midgley, J. (1992).

5. Profiles in International Social Work. Washington, DC: NASW Press. ISBN 0-87101-215-4

Reference Books:

1. Dominelli, Lena (2012), Green Social Work, UK: Polity Press

2. Ife, J. (1995). Globalization from below: Social services and the new world order. Paper presented at the Asia-Pacific Regional Social Services Conference, Christchurch, New Zealand. Midgley, J. (1995).

3. Salamon, L. M. (1994). The rise of the nonprofit sector. Foreign Affairs, 73(4), 109-122. Hodgkinson, V. A., & McCarthy, K. D. (1992).

4. Social Development: The Developmental Perspective in Social Welfare. Thousand Oaks, CA: Sage Publications. (Chapter 1: A Definition of Social Development, pp. 12- 36). Stein, H. D. (1976).

5. Social work's development and change functions: Their roots in practice. Social Service Review

6. The nonprofit sector and the new global community: Issues and challenges (pp. 485-508). In K. D. McCarthy, V. A. Hodgkinson, & R. D. Sumariwalla & Associates (Eds.). The Nonprofit Sector in the Global Community: Voices from Many Nations. San Francisco: Jossey-Bass.

7. The voluntary sector in international perspective: An overview (pp. 1-23). In K. D. McCarthy, V. A. Hodgkinson, & R. D. Sumariwalla & Associates (Eds.). The Nonprofit Sector in the Global Community: Voices from Many Nations. San Francisco: Jossey-Bass. Hodgkinson, V. A., & Sumariwalla, R. D. (1992).

8. United Nations. (1994). Human Rights and Social Work: A Manual for Schools of Social Work 2 and the Social Work Profession. A publication of the United Nations Centre for Human Rights, in cooperation with the International Federation of Social Workers and the International Association of Schools of Social Work. New York: United Nations. ISBN 92-1-154104-2

Suggested Readings:

1. Hessle, S. (2016). Global Social Transformation and Social Action: The Role of Social Workers: Social Work-Social Development Volume III. United Kingdom: Taylor & Francis.

2. Mapp, S. (2008), Human Rights and Social Justice in a global perspective: An introduction to international social work. New York: Oxford University Press

Web Resources:

1. **Aboriginal Links International:** http://www.bloorstreet.com/300block/aborntl.htni
2. **Access to Justice Network:** http://www.acjnet.org
3. **Amnesty International :** http://www.amnesty.org
4. **CIDA :** http://cida-acdi.ca/
5. **Derechos Human Rights :** http://www.derechos.org/
6. **Derechos Minority Rights Links**
   http://www.derechos.net/lmks/issues/minority.html
7. **Development in Peace :** http://www.developmentinpractice.org/index.html
8. **Doctors Without Borders :** http://www.doctorswithoutborders.org
9. **Food First :** http://www.foodfirst.org/
10. **Forced Migration Review :** http://www.fmreview.org/
11. **Global & Intercultural Competence**
    https://www.cswe.org/centers-initiatives/kendall-institute/global-intercultural-competence/
12. **Human Rights International**
    http://www.hri.ca/hrdevelopment/chapter5/index.html
    http://www.hri.ca/hrdevelopment/chapter2/index.html
13. **Human Rights Internet :** http://www.hri.ca/welcome.asp
14. **Human Rights Watch :** http://www.hrw.org

International Professional Organizations
1. **www.iassw-aiets.org**: International Association of Schools of Social Work. (IASSW)
2. **www.icsd.info:** International Consortium for Social Development (ICSD)
3. **www.icsw.org**: International Council on Social Welfare (ICSW)
4. **www.ifsw.org:** International Federation of Social Workers (IFSW)

International Journals Relevant to Global Education
1. Asia-Pacific Journal of Social Work
2. Caribbean Journal of Social Work
3. European Journal of Social Work
4. International Social Work
5. Journal of Global Social Work Practice
6. Journal of Social Development in Africa
7. Social Development Issues
8. www.global social work.org

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	2	2	1	3	3	2	3	2	1	2	3	**K1**
CO 2	3	3	2	2	1	3	3	2	3	2		2	3	**K2**
CO 3	3	3	1	2	1	3	3	2	3	2		2	3	**K3**
CO 4	3	3	2	2	1	3	3	2	3	2		2	3	**K4**
CO 5	3	3	1	2	1	3	3	2	3	2		2	3	**K5 - K6**
Wt. Avg.	3	3	1.6	2	1	3	3	2	3	2	1	2	3	
Overall Mapping of the Course				2.37							2.17			

CONFLICT RESOLUTION AND PEACE BUILDING

Course Code*	
Credits	**2**
Hours / Cycle	**3 Hours / Cycle**
Category	**Elective**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	Theory	Practical	Total Hours
	45	**-**	**45**

Course Description	This course explores the essence, types, and impacts of conflicts, from intra-personal to inter-group dynamics, examining their constructive and destructive aspects. Develop Conflict Resolution skills, analyzing conflicts at individual, group, and community levels, employing various styles like competing, avoiding, and collaborating. Investigate the role of social workers in conflict mediation and prevention, emphasizing early warning mechanisms. Unravel the concepts of peace, distinguishing between positive and negative peace, and explore peacekeeping, peacemaking, and peace building strategies, with a focus on reconciliation. Analyze theories and dynamics of peace building, including typologies and perspectives like liberal and feminist approaches, along with the roles of global entities and leaders in fostering peace worldwide.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concepts and meaning of conflicts	**1, 2, 3**	**K1**
CO2	Understand the different approaches to Conflict resolution	**2, 3, 4**	**K2**

CO3	Apply the different concepts of peace	2, 3, 4, 5	**K3**
CO4	Examine different Theories, Dynamics and strategies of Peace Building	4, 5, 6	**K4**
CO5	Develop appropriate skills and interventions needed for Peace building in different settings	4, 5, 6	**K5 & K6**

		SYLLABUS			
UNIT		**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I		**Understanding Conflict** Conflict-Meaning, nature, dimensions Types- Intra-Personal, Interpersonal, Intra-Group, Inter-group; Causes of Conflicts. Constructive and Destructive impact of Conflicts. Gender and Conflict: Impact of Conflict on Women, Children, Marginalised and Vulnerable sections Mapping of Conflicts in India : Issues, Impact, Peacebuilding Intervention and Outcome Regional Conflicts based on Caste, Religion, Ethnicity,	**9**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**
II		**Conflict Resolution** Conflict Analysis, Skills required for Conflict Resolution for Individual, Group, Community; Conflict Resolution Styles- Competing, Avoiding, Accommodating, Compromising and Collaborating; Role of a Social Worker in Managing Conflict within Self, in the Groups and in the Community; Conflict mediation and its techniques – Early warning and conflict prevention. Conflict Prevention – Theory of conflict prevention. Refugee Camps and Its Operations	**9**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**

III	**Concepts of Peace** Meaning of Peace; Difference between Positive and Negative Peace Concepts of peace - peacekeeping, peacemaking, peacebuilding and peace enforcement; Goals of Peace Building; Reconciliation	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
IV	**Theory, Dynamics and strategies of Peace Building** Theories – Typologies- Inter-state and Internal conflicts –theories and perspectives- eg: Liberal, Marxist, Gandhian, Nehruvian, and Feminist Dynamics of Peace; Strategies of Peace Making: Actors- Institutions, Individuals, and State; Approaches – Facilitation, Mediation, Arbitration; Processes – Negotiations; Durability of Peace - Conditions of Peace, Post –Conflict PeaceBuilding, Creating Institutions and Norms	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
V	**Models of Peace Building** Role of the United Nations and its agencies in Peace building; Spheres Standards; Role played by the Truth and Reconciliation Commission of South Africa and the role played by world leaders like Mahatma Gandhi, Martin Luther King, Nelson Mandela in Peace Building. Skills of Social worker in Peace building	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

Prescribed Textbook

1. Wallensteen, Peter , (2021). Preventing Violent Conflicts: Past Record and Future Challenges,Uppsala University: Sweden: Department of Peace and Conflict Resolution

Reference Books

1. A., Gandhi, (1994).World Without Violence; Can Gandhi's Vision Become Reality, New Delhi: Willy Eastern Ltd.
2. Arslan, Mehdi and Rajan, Janaki (Ed.), (2008).Communalism in India: Challenge and Response. New Delhi: Manohar Publications.
3. Asghar Ali, Engineer,(2003).Communal Challenge and Secular Response, Delhi: Shipra Publications.
4. Hauss, C. (2019). From Conflict Resolution to Peacebuilding. United States: Rowman & Littlefield Publishers.
5. Sandole, D.J.D. & van der Merwe, H.,(2011). Conflict Resolution Theory and Practice. New York: Manchester University Press.
6. Schelling, T.C.,(2012).The Strategy of Conflict, London: Harvard University Press.
7. Woodhouse, T,(1996). Political Writings of Mahatma Gandhi, Delhi: Oxford press.

Suggested Reading

1. Furlong, G. T. (2020). The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict. United States: Wiley.
2. Krishna, Kumar,(1996). Learning from conflict, Mumbai: Orient Longman.
3. Miall, H., Ramsbothan, O., and Woodhouse, T. (2014). Contemporary Conflict Resolution. Cambridge: Polity Press.

Web Resources
1. Conflict Management and Peace Building in Everyday Life: https://resourcecentre.savethechildren.net/document/conflict-management-and-peace-building-everyday-life-resource-kit-children-and-youth/
2. Conflict Resolution and Peacebuilding: https://asiapacific.unwomen.org/en/focus-areas/peace-and-security/conflict-resolution-and-peacebuilding
3. eGyankosh : https://egyankosh.ac.in/bitstream/123456789/83182/1/Block-1.pdf
4. United States Institute of Peace (USIP) : https://www.usip.org/
5.

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	1	2		2	3	3	3	3				K1
CO 2	3	3	1	3		3	3		3	3	2			K2
CO 3	3	3	2	3	2	2	3		3	3	3	1		K3
CO 4	3	3	1	2	2	3	3				3	2	2	K4
CO 5	3	3	1	3	1	1	3				3	3	3	K5 - K6
Wt. Avg.	3	2.8	1.2	2.6	1.67	2.2	3	3	3	3	2.75	2	3	
Overall Mapping of the Course					2.35							2.71		

SPECIALIZATION - FIELD WORK PRACTICUM- III

Course Code*	
Credits	6
Hours / Cycle	15 Hours / Cycle
Category	Core Course
Semester	III
Year of Implementation	From the academic year 2024-2025 onwards

Course Structure	Supervision	Practical	Total Hours
	24	210	234

Course Description	The broad aim of concurrent fieldwork in specialization Field Work Practicum-I is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a models and approaches in the respective area of specialization(Medical & Psychiatry and Community Development) These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Define the agency as a system – governance, philosophy, objectives, structures, and management of services/programs.	1,2,3,4,5	K1
CO2	Demonstrate knowledge and skills in engaging and assessing individuals, groups and communities and the skills of documentation of direct practice through reflective and analytical learning	1,2,3,4,5,6	K2
CO3	Develop the ability to involve the client system in the problem-solving process, utilizing skills of social work interventions, including research.	2,3,4,6	K3
CO4	Examine the inherent strength of the people to meet their needs and resolve their problems.	1,2,3,4,5	K4
CO5	Create intervention plan and implement the same with individuals, groups and communities	1,2,3,4,5,6	K5 & K6

Components for Specialization - Field Work Practicum -III

I. *Concurrent Field Work*

Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning, connecting the classroom to field and field practice to the classroom. This progressive integration of theory, knowledge, practice, and skill development provides the student with the optimal foundation for professional practice. The broad aim of Specialized concurrent fieldwork in the third semester is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a generalist model.

SL.NO	OBJECTIVES OF COMMUNITY DEVELOPMENT	OBJECTIVES OF MEDICAL & PSYCHIATRY
1.	To critically study the rural, tribal and urban life in all its ramifications, including group dynamics and power structure in rural communities.	To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability.
2.	To be able to apply theory related to rural, tribal, urban Community Development to the Fieldwork practice.	To enable the students to practice the methods and roles of Social Work in clinical and community health settings
3.	To develop an understanding of the process of program formulation and program management of the local and national bodies, government, and nongovernment agencies.	To enable the students to function as a member of the multidisciplinary team with respect to the Bio-Psycho-Social-Spiritual (BPSS) assessment & interventions
4.	To develop a positive attitude to work in a rural, urban, tribal community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fundraising, budgeting, report writing, lobbying, and advocacy required for a development worker.	To enable the students to develop a Rehabilitation Plan with respect to long-term illness & disability.

5.	To understand and work with disadvantaged groups in rural, urban and tribal areas from an empowerment and rights-based perspective.	To understand the National Health / Mental Health Programmes and their implementation at the community level.
6.	To enable to plan and implement methods, tools, and techniques for intervention based on the needs of the community.	To understand the rights of the patients as persons and advocate for health rights of people from disadvantaged groups.

II. *Short Term (Global / National) Study Programme (Study Tour)*

The aim of the 10-day *Short Term (Global / National) Study Programme (Study Tour)* is to provide exposure for the students to other Schools of Social Work and organizations (Generalist and Specialization-based) involved in the education and practice of social work outside the regional context.. A study tour provides cross-cultural exposure to the students and an understanding of social work practice from a national/global perspective to enhance their cross-cultural competencies.

Competencies for Practice

1. Practice Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Requirements: 210 Hours of Concurrent Field Work

SL.NO	TASKS OF COMMUNITY DEVELOPMENT	TASKS OF MEDICAL & PSYCHIATRY
1.	Study the administrative setup of local bodies, local administration and socio-economic conditions of communities.	Involve in the preparation of a psycho-social assessment of the patient in relation to the consequence of disease and disability.
2.	Coordination with the local, district and the state administrative personnel. Networking with the elected representatives at different levels to bring community change.	Develop and implement intervention strategies with family and community as social support systems.
3.	Application of the principles of Community Development and professional social work in the community. Apply skills and roles in the practice of community development. Understand and work with local bodies in the decision-making process	Apply Social Case Work (includes identification, assessment, intervention, rehabilitation, and follow-up).
4.	Identify and link policies, schemes and programs through community participation for community empowerment and justice	Identify & undertake Group work / therapeutic sessions
5.	Apply community development models and approaches	Organize a need-based/setting-based Community Health Program.

6.	Identify/ study/ explore the community problems covering the following aspects:
	
	1) The physical, ecological, socio-economic, and political structure, living pattern, social roles, community power structure, occupation, housing, and available social services.
	2) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education, and welfare (Social Audit)
	3) The problem as perceived by the
	    i) Rural or Urban Community/ Village/Client System
	    ii) Rural local body
	    iii) Fieldwork agency and
	    iv) Professional Social Work Trainee.
	4) Components to be covered
	    ● Training program – 1
	    ● Case Study - 2
	    ● Social Case Work –1
	    ● Social Group Work - 1
	    ● Community Organization-1
		Function as a member of the Multidisciplinary team.
		
		● Network with other organizations and advocate when necessary.
		● Document and maintain Process records. of the following:
		    ○ Social Case Work - 2 (Minimum 5 sessions each)
		    ○ Social Group Work - 1 (Minimum 4 sessions each)
		    ○ Community Organization - 1
		    ○ Case Studies and Group Activities
		    ○ Training Programme – 1
		
		    ○ Formulate a mini - research proposal and conduct a pilot study with quantitative/ qualitative design: 1
		
		    (if required)

7.	Schedule one On-site Supervisory Visit (OSV) with Field Educator from the department and Field Supervisor from the agency to assess the progress.	Schedule one On-site Supervisory Visit (OSV) with Field Educator from the department and Field Supervisor from the agency to assess the progress.

Evaluation Method:

The final grade is earned by the student based on a synthesis of:

- Successful completion of the Report and Evaluation by the required due date.

- Students' self-ratings, assessment, and evaluation.

- Field Instructor's ratings, assessment ,evaluation, and recommendation.

- Field Advisor's assessment and recommendation, including overall evaluation of competence at both the generalist and specialized levels.

- Satisfactory completion of all 100 % field hours (within the stipulated Compensation).

- Submission of all signed weekly time logs by the required due date.

- Satisfactory completion of all Professional Development hours (Field Work Conference).

- Timely scheduling and completion of joint field work conferences.

- Level of professional demeanor/behavior, conduct, and development.

Internal Assessment by Faculty Supervisor & External Assessment by External Viva - Voce Examination

 The grading rubrics for Specialisation Field Work Practicum -III is as follows:

Criteria	Skills and Techniques	Application of Theory and Practice	Professional Ethics and relationship	Report Writing and Documentation	Total Marks
Marks	10	20	20	10	50

** Field Work Regulations has to be adhered (See Appendix - I & II)

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	2	3	1	3	3	3	3	3	1		2	**K1**
CO 2	3	3	3	2	2	2	3	2	3	3	3	3	3	**K2**
CO 3	2	3	3	2	1	2	3		3	2	3		3	**K3**
CO 4	2	2	3	1	1	3	3	2	3	2	2	1		**K4**
CO 5	2	2	1	3	1	3	3	2	3	3	3	2	2	**K5 - K6**
Wt. Avg.	2.4	2.4	2.4	2.2	1.2	2.6	3	2.3	3	2.6	2.4	2	3	
Overall Mapping of the Course					2.31							2.46		

SOFT SKILLS III: SPSS & TRAINING FOR PLACEMENT

Course Code*			
Credits			
Hours / Cycle	1 Hour / Cycle		
Category	Soft Skill Course		
Semester	III		
Year of Implementation	From the academic year 2024-2025 onwards		
Course Structure	**Theory**	**Practical**	**Total Hours**
	15	**-**	**15**
Course Description	This advanced course provides in-depth training in SPSS for research. Through theoretical learning and practical exercises, students master SPSS for data analysis in social work research. Topics include data management, analysis, and result interpretation. Emphasis on real-world applications equips students for career growth, covering job search techniques, interview preparation, professional etiquette, and career planning, including personal branding and goal setting. Upon completion, students possess vital skills for career advancement and are proficient in utilizing SPSS to address research needs in social work contexts.		

Course Outcome(s) *Upon successful completion of the course, the students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Relate proficiency in using SPSS for social work research including data entry, management, and basic functions.	1,4,5	K1
CO2	Demonstrate advanced analysis techniques in SPSS for social work datasets.	1,4,5	K2
CO3	Apply ethical considerations in SPSS use for social work, including reporting integrity.	1,2,5	K3

CO4	Assume job search, interview preparation, and workplace behaviour skills, enhancing their employability and professional confidence.	1,2,6	K4
CO5	Develop skills to plan their careers and set achievable goals based on their strengths and interests.	1,2,3,6	K5-K6

SYLLABUS				
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Introduction to SPSS** Overview of SPSS software and its applications in social work research Basic functions and features of SPSS Data entry and management techniques in SPSS Introduction to data types and variable properties	3	1 2 3	K1 K2 K3
II	**Advanced-Data Analysis with SPSS** Inferential statistical techniques in social work research (e.g., t-tests, ANOVA) Multivariate analysis using SPSS (e.g., multiple regression, factor analysis) Interpretation and presentation of SPSS output	3	1 2 3	K1 K2 K3
III	**Ethical Considerations and Best Practices in SPSS Utilization** Ethical considerations in social work research using SPSS. Validity, reliability, and generalizability of findings. Reporting and disseminating research findings	3	1 2 3	K1 K2 K3
IV	**Placement Training Strategies** Job Search Techniques: Resume writing, Cover letters, Online job portals Interview preparation: mock interviews, common interview questions, company research, and strategies. Professional etiquette and workplace behaviour	3	4 5	K4 K5-K6

V	**Career Planning** Career Planning and Goal Setting: Assessing skills, Identifying career paths Personal Branding: Building a professional online presence, Professional Networking strategies	**3**	**4** **5**	**K4** **K5-K6**

Methodology:
Lecture-based Teaching, Live-Demonstrations, Hands-on Workshops/Practical Sessions, Interactive Workshops, Role-plays and Simulations, Group Discussions and Debates, Experiential Learning Activities.

Prescribed Books/Textbooks
1. Blanksby, P. E., Barber, J. G. (2006). SPSS for Social Workers: An Introductory Workbook. United States: Pearson.
2. Complete Reference Campus Recruitment. (2022) Praxis group

Reference Books
1. Brown, L. (2002). Resume Writing Made Easy: A Practical Guide to Resume Preparation and Job Search. United Kingdom: Prentice Hall.
2. Field, A. (2024). Discovering Statistics Using IBM SPSS Statistics. United Kingdom: SAGE Publications, Limited.
3. Greenhaus, J. H., Callanan, G. A., Godshalk, V. M. (2010). Career Management. India: SAGE Publications.

Suggested Reading
1. Hoffman, R., Casnocha, B. (2012). The Start-up of You: Adapt to the Future, Invest in Yourself, and Transform Your Career. United Kingdom: Random House.
2. Lawson, T. R., Lawson, T., Faul, A., Verbist, A. (2019). Research and Statistics for Social Workers. United Kingdom: Taylor & Francis.
3. Minshew, K., Cavoulacos, A. (2017). The New Rules of Work: The Ultimate Career Guide for the Modern Workplace. United Kingdom: Orion.

Web Resources
1. Campus Recruitment Book: https://www.campusrecruitment.co.in/
2. Career Management Video Playlist - Harvard Human Resources https://youtube.com/playlist?list=PLLDvfXjXoQKcDOudmz4u0O_k89xbpfatz&feature=shared
3. IBM SPSS Statistics 28 Brief Guide: https://www.ibm.com/docs/en/SSLVMB_28.0.0/pdf/IBM_SPSS_Statistics_Brief_Guide.pdf
4. SPSS Tutorials: https://www.spss-tutorials.com/spss-what-is-it/

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	3	1	2	3	2	3	3			2	3		**K1**
CO 2	3	3	2	2	3	1	3	3			2	3		**K2**
CO 3	3	2	1	2	2	2	3	3	3			3		**K3**
CO 4	2	3	1	2	2	2	3	2	2				2	**K4**
CO 5	2	3	2	1	1	2	3	2	1	2			3	**K5 - K6**
Wt. Avg.	2.6	2.8	1.4	1.8	2.2	1.8	3	2.6	2	2	2	3	3	
Overall Mapping of the Course				2.23							2.35			

SEMESTER IV

SOCIAL INNOVATION AND SOCIAL ENTREPRENEURSHIP

Course Code*	
Credits	**3**
Hours / Cycle	**3 Hours/ Cycle**
Category	**Core Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	The course will help students to understand the principles and practices of social Innovations and social entrepreneurship. Students will learn how to identify social problems, develop innovative solutions which would aid social entrepreneurship to address these challenges.

Course Outcome(s)** *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Recall the concept, principles and theories of social innovation and entrepreneurship.	**1, 2, 3, 4**	**K1**
CO2	Explain innovative ideas and proposals for new ventures and comprehensive plans for social innovation projects	**1, 2, 3**	**K2**
CO3	Apply methodologies to develop innovative solutions, entrepreneurship strategies and business models to address social problems	**1, 2, 3**	**K3**
CO4	Analyse impact of social entrepreneurship ventures on individual, community and society	**1, 2, 3, 5**	**K4**

| CO5 | Evaluate sustainability and long term viability of social innovations and ethical, social and environmental implications of entrepreneurship ventures | 1, 2, 3, 4, 6 | K5-K6 |

SYLLABUS				
UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
I	**Introduction to Social Innovation and Social Entrepreneurship:** Understanding the concepts of social innovation and social entrepreneurship Historical perspectives and evolution of social innovation & social Entrepreneurship Key theories and frameworks in social innovation and entrepreneurship, principles of entrepreneurship. Difference between Business and Social enterprises.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Social entrepreneurship** Definition of social entrepreneurship-Characteristics- Challenges- scope – types of social entrepreneurship-multidisciplinary nature of social entrepreneurship-entrepreneurial approaches to address social issues- social entrepreneurship for social change and community development- Models, strategies and theories of social entrepreneurship	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

III	**Social Innovations** Definition, concept and elements- process & stages of social innovation- Introduction to design thinking principles-Application of design thinking in social innovation (a problem solving approach & Human - centered design)- Sources of social innovations- New technologies and methodologies – Implications of social innovations	9	1 2 3 4 5	**K1 K2 K3 K4 K5-K6**
IV	**Roles of social workers in social innovation and social entrepreneurship** Building effective partnerships- Funding and Resource Mobilization- evaluating the sustainability of social innovation and entrepreneurial initiatives- policy advocacy and social change – ethical considerations and responsibilities	9	1 2 3 4 5	**K1 K2 K3 K4 K5-K6**
V	**Exploring Social Entrepreneurship & innovation as a Catalyst for Sustainable Development and Social Change** Micro-financing /Education and literacy, poverty alleviation strategies -Corporate social responsibility- Global/local environmental issues-Funding social entrepreneur ventures-Women/minority entrepreneurs, Women Social Entrepreneurs, immigrant entrepreneurship-Social policy and economic issues-Human rights and social service issues-Economy and sustainability, entrepreneurship and sustainable development- Role of NGOs and economic development-Entrepreneurial opportunities for the disabled and the poor-Technology/social innovation, technology-based social enterprises and innovations-Social challenges	9	1 2 3 4 5	**K1 K2 K3 K4 K5-K6**

Prescribed Textbooks:

1. Carlson, C. (2022). Social Entrepreneurship and Innovation. United Kingdom: SAGE Publications.
2. Portales, L. (2019). Social Innovation and Social Entrepreneurship: Fundamentals, Concepts, and Tools. Germany: Springer International Publishing.

Reference Books:

1. Brooks, A. (2009). *Social Entrepreneurship: A modern approach to social value creation*. Upper Saddle River, New Jersey: Prentice Hall.
2. Dees, J. G. (2001) *The meaning of social entrepreneurship*. Chapel Hill, NC Entrepreneurship, Duke University, Fuqua School of Business.
3. Kucher, J. H., Raible, S. E. (2022). Social Entrepreneurship: A Practice-based Approach to Social Innovation. United Kingdom: Edward Elgar Publishing.

Suggested Reading:

1. Frontiers in Social Innovation: The Essential Handbook for Creating, Deploying, and Sustaining Creative Solutions to Systemic Problems. (n.d.). United States: Harvard Business Review Press.
2. Ghimire, R. P. (2020). *Practical Applications of Social Entrepreneurship in Business Community Innovation. Modern Economics,* 19(1), 40-45. doi: 10.31521/modecon. V19(2020)-07
3. Nouman, H., & Cnaan, R. A. (2023). *Community social workers as social entrepreneurs: Lessons from Israel. Journal of Applied Social Science.* Advance online publication. doi: 10.1177/00208728221149283

Web resources:

1. Social Catalyst Innovators Resources: https://catalyst2030.net/social-innovators-resources/
2. ePg Pathshala , National Mission on Education through ICT (NME-ICT) http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P001728/M021617/ET/1501582892modulenumber-1-text.pdf
3. Indira Gandhi National Open University (IGNOU) https://egyankosh.ac.in/bitstream/123456789/87485/1/Unit-13.pdf

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	2	2		3	2	3	3	3	2			**K1**
CO 2	3	2	2	2		3	2	3	3	3				**K2**
CO 3	3	3	2	2		3	3	3	3	3				**K3**
CO 4	3	3	1	2	2	3	2	3	3	3		2		**K4**
CO 5	2	3	2	2	1	2	3	3	3	3	3		3	**K5 - K6**
Wt. Avg.	3	2.6	3	2	1	3	3	3	3	3	2.5	2	3	
Overall Mapping of the Course					2.51							2.75		

SPECIALIZATION PAPER III

SUSTAINABLE DEVELOPMENT

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours/ Cycle**
Category	**Core Specialization Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course Description	This course will provide a common understanding about the concept of Sustainable Development and its significance. This course will help the students to understand the issues and various sustainable development strategies. The course will enable students to apply sustainable development perspectives to Social work interventions.

Course Outcome(s)** _Upon successful completion of the course, students should be able to:_		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concepts of Sustainable Development and the Dimensions	**1, 3**	**K1**
CO2	Contrast the current status of Sustainable Development	**1, 5**	**K2**
CO3	Identify the issues related to Sustainable Development	**1, 2**	**K3**
CO4	Analyse various approaches and strategies to attain Sustainable Development	**1, 2**	**K4**
CO5	Develop essential skills to aid Sustainable Development in various Communities	**2, 3, 4, 6**	**K5 - K6**

	SYLLABUS			
UNIT	**Content**	**Hours**	**CO's**	**Bloom's Taxonomy Level**
I	**Introduction:** Definition of Sustainable Development, Scope, Elements and Significance; Salient Features of Sustainable Development; Dimensions of Sustainable Development: Social, Economic and Environmental; History and Evolution of Sustainable Development Concept: the Brundtland Report, 1987; Earth Summit and Other UN Summit on Sustainable Development. **Measures of Development** Human Development Index and Development Indicators for Policies and Programmes, Indicators on environmental sustainability; Gender Development Index (GDI), Gender Empowerment Measure (GEM), Multi-Developmental Poverty Index (MPDI)	**12**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**
II	**Organisations/ Institutions working towards Sustainable Development:** United Nations Development Programme (UNDP), World Bank, World Wildlife Funds (WWF), Greenpeace, International Union for Conservation of Nature (IUCN), United Nations Environment Programme (UNEP)	**12**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**
III	**UN Sustainable Development Goals:** United Nations Sustainable Development Framework, Concept of SDG, Need for SDGs, Sustainable Development Goals and Indicators; Status of Sustainable Development Goals in India: Schemes to achieve SDG, Localized Sustainable Development Goals (LSDG)	**12**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**

IV	**Critical Issues Pertaining to Sustainable Development:** Population, Food Insecurity, Poverty and Inequality, Problems of Urbanisation, Energy Crisis, Unscientific Waste Management, Environmental Degradation and Unskilled Workforce	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
V	**Sustainable Development Strategies:** Social Interventions: Education, Skill Development, Public Participation in Decision- Making Process, Women Empowerment, Promoting Inclusiveness and Population Control; Economic Interventions: Circular Economy, Local Economy, Employment Generation, Urbanization, Industrialization, Modern Farming and Promoting SHGs; Environmental Interventions: Environmental Protection Policies, Pollution Control, Waste Management and Sustainable Energy; Significance of Public Private Partnerships.	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

Prescribed Books/ Textbooks:

1. Biwas, A.K. Anand Tortajada, Cecilia, (2005). *Appraising Sustainable Development.* Oxford University Press.
2. Kumari, A.K. (2007). *Understanding Sustainable Development*, Hyderabad: ICFAI University
3. Ossewaarde, M.J. (2018). *Introduction to Sustainable Development.* Thousand Oaks, CA; Sage
4. Patel, B.N. & Nagar, R. (2018). *Sustainable Development and India.* Convergence of law, economics, science and politics. New Delhi, India: Oxford University Press.

Reference Books:

1. Chopra, K., & Gopal, K. (1999). *Operationalizing Sustainable Development,* New Delhi: Sage Publications.
2. Emas, R. (2015). *The Concept of Sustainable Development: Definition and Defining Principles.*
3. Peters, J. (2012). *Social Work and Sustainable Development: Towards a Social-Ecological Practice Model.* Journal of Social Interventions.
4. Sathyanarayan, B. (1998). *Social Sciences and Planning for Sustainable Development,* Bombay: Himalaya Publications

Suggested Readings

1. Mary, N. L., Mary, P. E. o. S. W. N. L. (2008). Social Work in a Sustainable World. United States: Oxford University Press, Incorporated.

2. World Bank (2003) *World Development Report 2003: Sustainable Development in a Dynamic World: Transforming Institutions, Growth and Quality of Life.* New York: Oxford University Press.

Web resources:

1. ePg Pathshala , National Mission on Education through ICT (NME-ICT) https://epgp.inflibnet.ac.in/
2. Human Development Index https://hdr.undp.org/data-center/human-development-index#/indicies/HDI
3. Indira Gandhi National Open University (IGNOU) https://www.egyankosh.ac.in/handle/123456789/24229
4. Localized Sustainable Development Goals (LSDG) https://www.niti.gov.in/sites/default/files/2020-07/LSDGs_July_8_Web.pdf
5. UN SDGs : https://sdgs.un.org/goals
6. UNDP: https://www.undp.org/sustainable-development-goals
7. World Bank: https://www.worldbank.org/en/home

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3		2		2	1	2		3				**K1**
CO 2	2	3	1	2	2	3	1	2				2		**K2**
CO 3	2	3						2	3					**K3**
CO 4	2	2	2	1		1	2	3	3					**K4**
CO 5	2	2	2	3	2	2	1		2	3	3		2	**K5 - K6**
Wt. Avg.	2.2	2.6	2	3	2	3	2	2.25	2.66	3	3	2	2	
Overall Mapping of the Course				2.40								2.49		

<p align="center">SPECIALIZATION PAPER IV</p>

INDIGENOUS COMMUNITY AND TRIBAL DEVELOPMENT

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Specialization Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	Theory	Practical	Total Hours
	60	**-**	**60**

Course Description	To understand the tribal culture, life and their situation in India and to impart in -depth practical knowledge in the development of tribal areas with development perspectives for sustainable development. It will facilitate understanding of the administrative system and structure for empowerment of tribal communities. This course will develop zeal to work for tribal people and their development in different departments of government and non-government organizations.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Relate knowledge, skill and attitude work with the tribal communities.	**1, 3, 4,5, 6**	**K1**
CO2	Demonstrate culturally competent social work roles and skills to work with tribal communities.	**1, 3,4,5**	**K2**
CO3	Utilize the application of various models and approaches of Tribal Development	**1, 2,4,5,6**	**K3**

CO4	Analyse critically the Policies, Projects and legal provisions provided for Tribal Development	1, 2, 3, 5	K4
CO5	Develop an appraisal of the challenges of Tribal Development Practices at the Regional, National & Global level.	2, 3, 4, 6	K5-K6

SYLLABUS				
UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
I	**Introduction to Indigenous and Tribal People** Definition & Concept of Indigenous people, Tribal – Nomadic, Semi-nomadic, Old Settlers, PVTGs, Tribes Classification & Characteristics History of Tribal Development in the Pre-colonial and Post-Colonial periods, Global Tribal Development models Origin of Races and Tribal demography, Ethnography of Tribal Communities and population distribution in India. importance of social work practice among Tribal People	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Tribal Society: Economy, Culture and Spirituality** Family system -Marriage, Kinship patterns, Settlement, Power structure. Culture –Folklore-Drama, Dance, Tribal festivals, Rituals & rites, Symbols, Nature and Tribal culture Occupational Patterns- Collection of Minor Forest Produce (MFP), Agriculture, Hunting, Fishing, Lumbering, Tribal Economy: Economic Classification of the Tribes Religion, Spirituality- Pantheism, Animism; Influence of other religions on Tribal culture	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

III	**Problems of Tribes** **Social Problems:** Tribal Poverty, Early Marriage, Access to education, School drop outs, Migration, Social exploitation, Challenges in relation to non-tribal, Forced Labour, Change in lifestyle. **Health Problems:** Health seeking Behaviour, access to health services, Malnutrition, anemia, Water & sanitation problems. Loss of Traditional Ecological Knowledge **Economic Problems**: Challenges in use of technology in agriculture, Land alienation/Acquisition, Tribal dislocation and Resettlement, Access to Minor Forest Product (MFP), Development Projects in Tribal Land and displacement- Game Parks, Reserve forest, Eco Tourism, Impact of Media on tribal culture and economy. **Political Problems**: Status of Political systems/ problems, Challenges of Unity and Factions among tribal communities. Infrastructural Problems: Isolation, Communication, Road and Transport, Recreation, warehousing. **Ecological Vulnerabilities**: Degradation of forests, Conversion of forests to plantations, Eco-feminism and status of women, Deep ecology, GAIA theory, Impact of ecological vulnerabilities on tribal livelihoods.	**12**	**1** **2** **3** **4** **5**	**K1** **K2** **K3** **K4** **K5-K6**	

IV	**Policy and Agencies for Tribal Development** Nehru's Panchsheel for Tribal Development, Five Year plans and Tribal Development, National Tribal Policy- Tribal Sub-Plans; Special Component Plan for Scheduled Tribes National rehabilitation and Resettlement Policy 2007; UN declaration on the rights of the Indigenous People Functions of Tribal Welfare Ministry, National Commission for Scheduled Tribes, Integrated Tribal Development Agencies/Projects(ITDP), Modified Area Development Approach (MADA) – Clusters, Primitive Tribal Groups"; Tribal Development Office. Role and contribution of NGOs in Tribal Development	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6	
V	**Tribal Social Work and its Constitutional Safeguards** Application of cultural competence in Tribal social work practice. Debates of Cultural pluralism vs Cultural homogeneity in interventions among tribes. Anti-Oppressive Social Work Practice and Tribal Social Work , Indigenous Social Work Practice and Theory. Understanding Tribal Movements in India **Constitutional Safeguards** Constitutional Provisions: Fundamental rights, The Forest Conservation Act, 1980; SC/ST (Prevention of Atrocities) Act, 1989; SC/ST (Prevention of Atrocities) Rules, 1995; Panchayat Extension to Scheduled Areas Act 1996; Forest Rights Act 2006; Schedule tribes and other traditional Forest Dwellers Act 2006. Self-government in Tribal Areas (73rd Amendment), The Constitution (89th Amendment) Act 2003, Constitutional provisions in parliament /state legislature	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6	

Prescribed Books

1. Hrisikesh Mandal, Sumit Mukherjee and Archana Datta, (2002),India : An Illustrated Atlas of Tribal World Anthropological Survey of India
2. Narayan, Sachindra (2002) The dynamics of Tribal Development Issues and Challenges, New Delhi, Gyan Publications.
3. Prakash Chandra Mehta, (2004) Ethnographic Atlas of Indian Tribes, Discovery Publishing House
4. Sharma A.N (2003) Tribal development in Andaman Islands, Sarup& Sons, New Delhi.
5. Soni, Jasprit Kur (2004), Introspection of tribal development, Sonali Publications, New Delhi.
6. Thakur Ashutosh, (2001) Tribal development and its paradoxes, Authors Press, Calcutta.

Reference Books:

1. Das, A., & Das, M. (Eds.). (2015). Tribal Development in India: The Contemporary Debate. Routledge.
2. Guha, R. (2007). Adivasis, Naxalites, and Indian Democracy. Economic and Political Weekly, 42(48), 31-39.
3. Kothari, R. (Ed.). (2018). A Multidisciplinary Introduction to the Development, Challenges, and Prospects of Tribal People in India. Springer.

Suggested Readings:
1. Understanding the Indigenous and Tribal Peoples Convention, 1989 (No. 169): Handbook for ILO tripartite constituents (Geneva).
2. Pathak, N., & Mishra, R. (Eds.). (2017). Governance, Development, and Social Work: Essays on Tribal Areas in India. Springer.

Web Resources:

1. www.tribal.nic.in
2. Tribal Development Models :https://rrjournals.com/index.php/rrijm/article/view/921
3. http://india.gov.in/official-website-ministry-tribal-affairs
4. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
5. www.ncst.nic.in
6. UNs SDG: https://youtu.be/eSbDfaQvXTU?si=KG-qnQuOVrGna3x6

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	2	1	2	3	3	3		3	2	1	3	K1
CO 2	1	3	2	3	2	2	3	2		3	3	2		K2
CO 3	3	3	2	3	1	3	3	3	2		3	2	3	K3
CO 4	3	3	3	3	2	3	2	3	3	3		3		K4
CO 5	3	3	2	1	1	2	3		3	3	3		3	K5 - K6
Wt. Avg.	2.6	3	2.2	2.2	1.6	2.6	2.8	2.8	2.7	3	2.75	2	3	
Overall Mapping of the Course				2.43							2.69			

SPECIALIZATION PAPER III
MEDICAL SOCIAL WORK

Course Code*	
Credits	**4**
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Specialization Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	60	**-**	**60**

Course description	This comprehensive course introduces students to the fundamental principles and practices of Medical Social Work across various healthcare settings. It explores the origins and development of Medical Social Work in the UK, USA, and India, alongside current trends and scope in India. Students gain insights into essential healthcare concepts like acute and chronic illness, disability, and rehabilitation principles. It delves into diverse healthcare approaches and interventions, including psychosomatic and holistic models. Problem assessment techniques and social work interventions for hospitalization-related challenges are discussed. It examines the organization and functions of Medical Social Work departments in hospitals, emphasizing multidisciplinary collaboration and effective documentation. It addresses crucial medico-legal issues such as patient rights under the Consumer Protection Act and ethical considerations in healthcare. It focuses on practical skills and interventions in various healthcare settings, including outpatient departments, geriatric and pediatric care, emergency services, and community health programs, highlighting the relevance of social work interventions in addressing specific health issues.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Outline the historical development of medical Social work and important healthcare concepts	1, 2, 3	K1
CO2	Compare the important healthcare approaches and problems of hospitalization	2, 3, 4	K2
CO3	Identify the importance of multidisciplinary practice and organizational structure of MSW departments in the hospitals	2, 3, 4, 5, 6	K3
CO4	Examine the medico-legal issues and rights of the patients	4, 5, 6	K4
CO5	Develop appropriate skills and interventions needed for medical social workers in various healthcare settings	4, 5, 6	K5 - K6

	SYLLABUS			
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxono my Level**
I	**Introduction to Medical Social Work** Definition and Concept of Medical Social Work: Origin and Development of Medical Social Work in UK, USA, and India. Trends & Scope in Medical Social work practice in India. Concepts in Health care: Concept of- Acute illness, Chronic illness, Terminal illness, Disability, Impairment and Handicaps Rehabilitation: Definition, Types and principles, Community based rehabilitation. Concept of Ambulatory, Palliative, Hospice and Convalescent care and Role of Medical social worker	**12**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**
II	**Health Care Approaches & Interventions** Health Care Approaches: The Psychosomatic approach in Medical Social Work, the holistic approach to prevention and promotion model. Problem assessment: Intake, Assessing the individual, the Social and Clinical factors, assessing the Family Milieu, home visits and discharge planning; The concept of Patient as a person, the patient as a Whole Problems due to hospitalization and Social work interventions: The psycho-Socio-Economic Problems faced by the individual and his/her family during treatment, surgery, long-term stay in hospital, and stages of terminal illness; Application of Social Work methods and interventions such as group work, Psychotherapy, Support counselling and grief counselling..	**12**	**1 2 3 4 5**	**K1 K2 K3 K4 K5-K6**

III	**Medical Social Work Department** Medical Social Work Department in a hospital: Organisation and administration of Medical Social Work Department in a hospital; Functions of Medical Social Work department in hospitals, Staff Development programmes for Medical social Workers. Public Relations in Hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Importance of case conference, Documentation and record keeping.	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
IV	**Medico-Legal issues** Medico-Legal issues: Consumer Protection Act (COPRA) and its relevance to Medical Social Work profession and the rights of the patients Health Insurance-Concept, Types and its importance Medical ethics: Euthanasia, Organ Transplant, Stem Cell Research and Human Cloning.	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
V	**Medical Social Work practice in different settings** Medical Social work practice in different settings: Role, Functions and skills of Medical Social worker Outpatients departments, Geriatric Department, Pediatric Department, Emergency/crisis care, Trauma care, Hospice and community health. Use and relevance of various Social Work interventions in following Health care settings: -HIV/AIDS; Tuberculosis; Maternal Health; Burns Ward; Cancer ward; Orthopedic; Cardiology; Dialysis unit; Blood Bank; Rehabilitation and CBR.	12	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

Prescribed Books

1. William C. Cockerham (1967): Medical Sociology, Prentice Hall.INC. New Jersey

Reference Books

1. Anderson R. & Bury M. (1988) Living with Chronic Illness- The experience of patients and their families; Unwin Hyman, London
2. Bajpai. P.K.(1997) Social work perspectives of Health, Rawar Publications, Delhi
3. Bartlet. H.M (1961) Social work Practice in the Health Field, National Association of Social workers, New York.
   Chicago Press, Chicago.
4. Field M. (1963). Patients are people- A Medico Social Approach to prolonged Illness; Columbia University Press, New York.
5. Goldstein D. (1955) Expanding Horizons in Medical Social work. The University of
6. Park J.E. & Park K. (2022), Textbook of Preventive and Social Medicine; M/s. Banarsidas Bhanot, Jabalpur.

Suggested Readings

1. Narasimman M.G & Mukherjee. A.K. (1987) Disability- A continuing Challenge; Wiley Eastern Ltd. New Delhi.
2. Pathak. S. H. (1961) Medical Social work in India; DSSW, Delhi.
3. Pokarno. K.L. (1995) Social beliefs, Cultural Practices in Health & Disease, Rawat
4. Prasad L (1996) Rehabilitation of the Physically Handicapped. Konark Publishers, Delhi
5. Reish M. & Gambrill E. (1997) Social work in the 21st Century; Fine Forge Press, New Delhi
6. Tuckett D. & Kanfert J.M.(1978) Basic Readings in Medical sociology; Tavistok

Web resources

1. Multi-Disciplinary Planning in Health Care: A Review
   https://www.tandfonline.com/doi/full/10.1080/20476965.2018.1436909

2. Medical Social Work Data bases - UCH, USA https://guides.lib.unc.edu/medical-social-work
3. NASW Standards for Social Work Practice in Health Care Settings
   https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3d&portalid=0

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	1	2		3	3	2	2	3				**K1**
CO 2	3	2	1	2		3	3		2	3	3			**K2**
CO 3	3	2	2	2	3	3	3		2	3	3	2	2	**K3**
CO 4	3	2	2	2	1	3	3				3	2	3	**K4**
CO 5	3	3	3	3	2	3	3				3	2	3	**K5 - K6**
Wt. Avg.	3	2.2	1.8	2.2	2	3	3	2	2	3	3	2	3	
Overall Mapping of the Course					2.46									2.44

SPECIALIZATION PAPER IV

PSYCHIATRIC SOCIAL WORK

Course Code*	
Credits	4
Hours / Cycle	4 Hours / Cycle
Category	Core Specialization Course
Semester	IV
Year of Implementation	From the academic year 2024-2025 onwards

Course Structure	Theory	Practical	Total Hours
	60	-	60

Course Description	This course provides the foundation for the practice of social work in the field of mental health. It is designed to equip students with the knowledge, values, and skills necessary for social work practice in mental health settings. It aims to equip students with the principles and skills underlying various forms of Psycho-Social Intervention techniques in Clinical Settings and to apply the same through their field work practice. In addition to this, it will help to understand the need for preventive and promotive approaches and to develop the ability to apply social work methods in the promotion of mental health. Students will understand the need to develop a holistic and integrated approach to Social Work practice in the field of Mental Health.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Relate the scope and need for social work practice in the field of mental health	1,2,3,4	K1
CO2	Outline psychiatric social work techniques and principles in a mental health setting.	1,2,3,4	K2
CO3	Identify, diagnose and devise psychiatric intervention social work plans.	1,2,3,4,5,6	K3

| CO4 | Analyse & Apply the principles and skills of the various forms of Psycho-Social Intervention techniques in Clinical Settings | 1,2,3,4,5,6 | K4 |
| CO5 | Proactively plan and work for the rehabilitation of individuals with mental health problems. | 1,2,3,4,5,6 | K5-K6 |

SYLLABUS				
UNIT	Content	Hours	CO's	Bloom's Taxonomy Level
I	**Psychiatric Social Work Practice in India** Definition, History and Scope of Psychiatric Social work in India, Changing perspectives of psychiatric Social work, Social work practice in various Mental Health services. Mental Hospital as a Social system - Concept of Milieu therapy and Therapeutic Community, Working with Multi-Disciplinary Team and Psycho-Social aspects of Hospitalization	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Social Work Treatment in Psychiatric Settings- Theory and models** Psycho analytical, Psycho Social, Transactional analysis, Family therapy and Marital therapy, Crisis Intervention, Behaviour therapy, Rational Emotive Therapy (REBT/CBT), Group Therapy & Strength approach	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

| III | **Roles and Functions of the Psychiatric Social Worker in Different Settings**
   a) Psychiatric Out-Patient Department and Psychiatric Ward (in-patients) in Psychiatric Hospitals & General Hospitals
   b) Day Hospitals
   c) Child Mental Health (Special reference to CGC)
   d) Deaddiction Clinics
   e) Crisis Intervention Clinics
   f) Adolescent Clinics
   g) Geriatric clinics
   h) Epilepsy Clinics
   i) Schools
   j) Family counselling centres
   k) Industrial setting | 12 | 1
2
3
4
5 | K1
K2
K3
K4
K5-K6 |
| IV | **Rehabilitation in Psychiatry**
PSR: Concepts, Principles, Process and programmes, Role of a Psychiatric Social worker in rehabilitation; Different types of rehabilitation available for psychiatric patients – Residential/Institutionalization, Daycare centres, Half-way homes, Shelter workshops, etc.
Concept of Community Psychiatry and Community based Rehabilitation, Role of a Psychiatric Social worker. | 12 | 1
2
3
4
5 | K1
K2
K3
K4
K5-K6 |

		Programmes and Legislations related to Mental Health.			
V		Mental Healthcare Act, 2017; RPWD Act 2016; International Conventions relevant to mental health- Convention on Rights of Persons with Disabilities (CRPD); Mental Health Declaration of Human Rights; Narcotics & Psychotropic Substances Act 1985; Rights of the Mentally ill & Advocacy. National Suicide Prevention Strategy, 2022 Cigarettes and other Tobacco Products Act 2003 (COTPA 2003) (Prohibition of advertisement and regulation of trade and commerce, production, supply and distribution) National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation. Role of National & International Organisations in Mental Health	12	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Text Books

1. Sekar, K. Parthasarathy. R, Muralidhar, D. (2010) Handbook of Psychiatric Social Work, Bangalore: NIMHANS.
2. Verma, Ratna, 1991 Psychiatric Social Work in India, Sage Publications, New Delhi.

Reference Books

1. Baker, P, (1992) Basic family therapy, Blackwell Scientific Pub.: New Delhi
2. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication
3. Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner's Survival Guide. Washington DC: American Psychiatric Press, Inc.
4. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.
5. Mane P. & Gandevia K. (Eds.) (1993): Mental Health in India: Issues and Concerns; Mumbai: Tata Institute of Social; Sciences.
6. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
7. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York: Behavioral Publications, Inc.

Suggested Readings

1. Daver, Bhargavi, 1999 Mental Health of Indian Women, Sage Publications, New Delhi
2. Daver, Bhargavi, 2001 Mental Health from a Gender Perspective, Sage Publications, New Delhi
3. Ian Mathews(2000) Social Work and Spirituality, Learning Matters Ltd. Exeter, UK
4. Kapur, Malavika, 1997 Mental Health in Indian Schools, Sage Publications, New Delhi.
5. Klein, D.M. & White, J.M. (1996) Family Theories – an Introduction, Sage Publications: New Delhi.
6. Klerman, G. L., Weissman, M. M (1993) New Approach of Interpersonal Psychotherapy.
7. Sharf, R.S. (2000) Theories of Psychotherapy & Counseling, 2nd ed.,. Brooks/Cole: USA
8. Udai Pareek,T Venkadeshwara Rao. First Handbook of Psychological and Social instruments 2nd Editon, 1992.Concept Publishing Company, New Delhi
9. WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
10. Wolman, B.B. & Stricker, G, (1983) Handbook of family and marital therapy, Plenum: NY
11. World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems.

Web Resources

1. https://dsm.psychiatryonline.org/
2. https://icd.who.int/en/
3. http://www.socialworkers.org/practice/standards/clinical_sw.asp
4. http://www.apa.org/helpcenter/understanding-psychotherapy.aspx
5. http://epgp.inflibnet.ac.in/UploadedContent.php
6. http://www.minddisorders.com/Ob-Ps/Psychotherapy.html
7. http://psychology.wikia.com/wiki/Psychotherapeutic_techniques
8. http://www.nimh.nih.gov/health/topics/psychotherapies/index.shtml

Course Articulation Matrix													
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	3	2		3	3	3	2	2	3			**K1**
CO 2	3	3	2	2		3	3	3	3	3	3			**K2**
CO 3	3	3	2	3	1	3	3	2	3	3	3	2	2	**K3**
CO 4	3	3	1	3	3	3	2	3	3	3	3	2	2	**K4**
CO 5	3	3	1	2	1	3	3	2	3	3	3	2	3	**K5 - K6**
Wt. Avg.	3	3	1.8	2.4	1.6	3	2.8	2.6	2.8	2.8	3	2	2	
Overall Mapping of the Course				2.52							2.59			

ELECTIVES
COUNSELLING THEORY AND PRACTICE

Course Code*	
Credits	2
Hours / Cycle	3 Hours / Cycle
Category	Elective
Semester	IV
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Description	This course delves into the Concept of Counselling, examining its definition, principles, and goals, alongside factors influencing the process. It analyzes the professional role of counsellors, encompassing attitudes, values, and stress management, while also exploring client dynamics. Various Approaches and Techniques are surveyed, including yoga, meditation, and art therapy, emphasizing the need for an eclectic approach. The Eagan Model of Counselling is studied, focusing on problem exploration, integrative understanding, and action facilitation, enhancing skills like active listening and self-disclosure. Additionally, Counselling in Different Settings is addressed, covering contexts such as marital, family, and career guidance, as well as specialized areas like pastoral and de-addiction counselling, including techniques for addressing suicidal clients and disaster counselling.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concept and professional aspects of counselling and its stages.	**1, 2, 3**	**K1**
CO2	Outline the different approaches to counselling	**2, 3, 4**	**K2**

CO3	Apply the different counselling techniques.	2, 3, 4, 5, 6	K3
CO4	Assume Eagan's model of counselling	4, 5, 6	K4
CO5	Develop appropriate skills and interventions needed for counselling in different settings	4, 5, 6	K5 & K6

SYLLABUS				
UNIT	**Content**	**Hours**	**COs**	**Bloom's Taxonomy Level**
I	**Concept of Counselling:** Definition, principles and goals; General factors that influence the counselling process; Stages in counselling: Establishing Rapport: Assessment and Goal Setting, Formulating a Treatment Plan, Implementing Interventions, Monitoring Progress, Termination and Follow- up. Ethical considerations and cultural competence in counselling. Burnout management, and self-renewal. Client as a person: voluntary and non–voluntary client	**9**	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

II	**Different Approaches and Techniques of Counselling** **Approaches:** Psychodynamic Therapy, , Cognitive-Behavioral Therapy (CBT), Humanistic/Person-Centered Therapy, Existential Therapy, Gestalt Therapy, Narrative Therapy, Family Systems Therapy, Solution-Focused Brief Therapy (SFBT), Integrative Therapy: Overview of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, Need for Eclectic approach to counselling Types: directive counselling, non-directive counselling, individual counselling, group counselling, peer counselling.	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**
III	**Counselling Techniques:** Observation and responding, SOLER, Active Listening, Empathy, Reflective Questioning, Clarification, Summarization, Psycho education, Cognitive Restructuring, Behavioral Techniques, Relaxation Techniques:, Role-playing:.	9	1 2 3 4 5	**K1** **K2** **K3** **K4** **K5-K6**

IV	**The Eagan Model of counselling** Stage- 1: Problem exploration and clarification Part I – Attending & listening, orienting oneself to the present Micro skills- active listening- verbal and non-verbal messages and behaviour Part II – Helper's response and clients self exploration Helper's skills- accurate empathy (primary level), respect, genuineness, concreteness Clients" skills – self exploration Stage- 2: Integrative understanding/ dynamic self-understanding Part I- focusing, summarizing, probing for missing experiences, behaviour feelings Part II- Helper's skills- all the skills of stage-1, self-disclosure, immediacy, confrontation Client's skill - non-defensive listening, dynamic self-understanding Stage- 3: Facilitating action; developing new perspective; preferred scenario Part I - Helping the client see alternatives; Helping the client choose and formulate action plan; Helping the client implement and evaluate.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Counselling in different settings:** Marital, family, HIV/AIDS, pastoral counselling, student guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, de-addiction counselling and disaster counselling	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Text Books

1. Allen E. Ivey (1994), Intentional Interviewing and Counselling Facilitating Client Development in a Multicultural Society, (3rd Ed.), California: Brooks & Cole Publishing Company Pacific Grove
2. Allen E. Ivey, Mary Bradford Ivey & Lynn Simek-Morgan (1993), Counselling and Psychotherapy. A Multicultural Perspective (3rd Ed.), USA:

Reference Books

1. Allyn and Bacon, Association of Psychological and Educational Counsellors of Asia (APECA): Counselling in Asia, Perspectives and Practices, 1982.
2. Bessell R.: Interviewing & Counselling, B. T. Botsford, London.
3. Bianca Cody Murphy, Carolyn Dillion (2003), Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole.
4. Carkhuff R, Pierce R. & Cannon: The art of helping, (better yourself books, Bombay,Carkhuff Institute of Human Technology.
5. David R. Evans, Margret T. Hearn, Max R. Uhlemann & Allen E. Ivey(2008), Essential interviewing : A programmed approach to effective communication (7th Ed.), USA:Thompson Brooks/Cole.

Suggested Readings

1. Currie, Fr. J: Barefoot counselling – A primer in building relationship; As I am trading corporation, Bangalore.
2. Jacobs.E., Masson.L., Harvill. L., (1998). Group Counselling Strategies and Skills, USA:Brooks/Cole Publishing Company.
3. John, McLeod (2003), An Introduction to counselling (3rd Ed.), Jaipur: Rawat Publications.
4. John, McLeod (2007), Counselling skills (1st Ed.), Jaipur: Rawat Publications.
5. Lawerence, Shulman (2006), The skills of helping- Individuals, Families, Groups, and Communties (5th Ed.), USA: Thompson Brooks/Cole.

Web Resources

1. Counselling Resource: https://counsellingresource.com/

2. Therapy Resources: https://positivepsychology.com/therapy-resources/

3. Counselling Connections: https://www.counsellingconnection.com/index.php/resources/

4. Counselling & Psychotherapy : https://study.sagepub.com/counselling

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	1	2		2	3	3	3	3				K1
CO 2	3	2	1	2		3	3		3	3	3			K2
CO 3	3	3	1	2	1	3	3		3	3	3	1	2	K3
CO 4	3	3	1	2	1	3	3				3	2	3	K4
CO 5	3	3	1	1	1	3	3				3	3	3	K5 - K6
Wt. Avg.	3	2.6	1	1.8	1	2.8	3	3	3	3	3	2	3	
Overall Mapping of the Course				2.17						2.78				

SOCIAL WORK WITH FAMILIES & CHILDREN

Course Code*	
Credits	**2**
Hours / Cycle	**3 Hours / Cycle**
Category	**Elective**
Semester	**III**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Theory**	**Practical**	**Total Hours**
	45	**-**	**45**

Course Dsecription	This course delves into the intricate dynamics of families as a social institution, exploring various facets from traditional structures to emerging patterns. Students will scrutinize the evolution of family dynamics amidst global phenomena like migration, war, and globalization. Topics include the diverse forms of families, from single-parent households to LGBTQ+ relationships, and the complexities of marriage such as live-in arrangements and marital discord. Furthermore, the curriculum addresses crucial issues like domestic violence, child abuse, and the challenges faced by the elderly, supplemented with insights into social work interventions and pertinent welfare policies at both national and international levels.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Define the concept of Family as Social institutions and its dynamic nature	**1,3,5**	**K1**
CO2	Demonstrate a knowledge of social work theories and interventions to deal with families, children and elderly	**2,3,4**	**K2**
CO3	Apply the various changing concepts of marriage and families for social work interventions	**2,3,4**	**K3**

CO4	Examine issues of children and elderly and the support system for them	2,3,4	K4
CO5	Develop a critical understanding of policies and welfare programmes to the families, Children and Elderly.	4,5,6	K5-K6

SYLLABUS			
UNIT	Content	Hours	COs	Bloom's Taxonomy Level
I	**Family as Social Institution** Concept of family – types and functions – Family dynamics, interaction patterns, love, power, decision making, family life cycle, conflicts – analysis of structural and functional changes and challenges affecting the family (development, globalization, migration, displacement, war, conflict) Emerging family patterns – single parent families, female headed household and earner families, reconstituted (Blended) families and parenthood through surrogacy; Sexuality and family patterns	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
II	**Marriage and Family Life** Definition and concept of marriage, forms of marriage, functions – changing structure in marriage and marriage relationships, live in relationship, gay, lesbian, and bisexual relationship, marital discord, dowry as a social issue Separation and divorce, stress, lack of adequate child care, inflexible work environment, infertility, Domestic violence, child abuse, marital problems, addiction and its impact on families Family Life Education – Positive Parenting, Sex and Sexuality Education, Reproductive Health and Family Planning, Family Life Enrichment, Family Life Education	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

III	**Social Work with Children** Destitute and abandoned children, children in difficult circumstances, services for such children; Institution and non institutional services – Foster care and Adoption; Juvenile Justice System, child trafficking, child abuse, street and working children, children living with HIV/AIDS, children of sex workers Programmes for Children: State and National level; Department of Social Welfare; Social Defense.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
IV	**Social Work with the Elderly** Meaning and definition, demography of age, longitivity of life, challenges of the elderly in family and society, issues of neglect, abandonment, violence and abuse, financial exploitation, Special needs of the elderly – intergenerational relationships, life transition needs, social relation, retirement, financial, social security, recreation and leisure time. Health: Disorder, diseases, disability associated with the elderly, coping with loss of spouse/parent and other crisis events, grief counseling, preparation, death.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6
V	**Policies and Welfare for Families, Children and Elderly:** Family counseling centers, Child Guidance centers and Role of Social Workers in it. Integrated Child Development Services (ICDS), Mid-Day Meal Scheme, National health Mission (NHM),Pradhan Mantri Matru Vandana Yojana (PMMVY):, Old age pension International and national policies of aging, role and contribution of NGOs – welfare programme, changing concept of institutionalization – assisted living centres and communities for senior citizens.	9	1 2 3 4 5	K1 K2 K3 K4 K5-K6

Prescribed Book / Text book
1. Harris, C. C. (1969), The Family an Introduction, London: George Allen and Unwin Ltd.

Reference Books
1. Burgess, Ernest W., Locke Harvey J., Thomes Mary Margare (4th edition), The Family from Traditional to Companionship New York: Van Nostrand Reinhold Co.
2. Gore, M S (1968) Urbanization and Family Change, Mumbai: Popular Prakashan
3. Green Arnold W. (1964) Sociology (Analysis of life in Modern Society), Mcgraw Hill

Suggested Readings
1. Kilpatric, Alice C. & Thomas P. Hollard (1999), Working with Families: An Integrated Model by Level of Need (2nd Ed.), USA: Allyn and Bacon
2. Lal, A. K. (1989) The Urban Family: A Study of Hindu Social System, New Delhi: Concept Publishing Company

Web Resources
1. https://onlinelibrary.wiley.com/journal/13652206
2. https://www.socialworkportal.com/family-social-workers/
3. Family Social Work: https://sasw.org.sg/family-social-work-chapter/

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	3	2	1	1	3	3	3		3		2		**K1**
CO 2	3	2	2	1		3	3		3	3	3			**K2**
CO 3	3	3	2	2		3	3		3	3	3			**K3**
CO 4	3	2	3	3		3	3		3	3	3			**K4**
CO 5	3	3	2	3	1	3	3				3	3	3	**K5 - K6**
Wt. Avg.	3	2.5	2	1	1	1.25	2.6	3	3	3	3	2.5	3	
Overall Mapping of the Course				1.91								2.92		

RESEARCH DISSERTATION

Course Code*	
Credits	6
Hours / Cycle	**4 Hours / Cycle**
Category	**Core Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**
Course Structure	4 Hrs per cycle (4x15 cycle per semester) · **Total Hours : 120**
Course Description	The course in Social Work Research and Dissertation offers an intensive and comprehensive exploration of research methodologies and practices within the field of social work. Students will develop advanced skills in designing, implementing, and analyzing research studies relevant to social work practice, policy, and intervention. The course emphasizes critical evaluation of existing literature, ethical considerations, data collection techniques, and data analysis methods. Through hands-on experience and guided supervision, students will undertake a rigorous dissertation project, allowing them to apply their knowledge and skills to a real-world problem or issue in social work. This course prepares students to become competent and confident researchers in the field of social work.

Course Outcome(s) *Upon successful completion of the course, students should be able to:*		PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Knowledge: Demonstrate a comprehensive understanding of various research methodologies and techniques utilized in social work research, including quantitative, qualitative, and mixed methods approaches.	**1, 2, 6**	**K2**
CO2	Application: Apply critical thinking skills to evaluate existing literature and research findings within the field of social work, identifying gaps, limitations, and opportunities for further investigation.	**2, 3, 5, 6**	**K2**
CO3	Analysis: Analyze complex social issues and develop research questions and hypotheses that address key theoretical and practical concerns in social work practice, policy, and intervention.	**1, 2, 3, 4**	**K3**

CO4	Synthesis: Design and execute a research study, integrating appropriate data collection methods and analysis techniques, while ensuring ethical considerations and rigor in the research process.	1, 4, 5	K4
CO5	Evaluation and creation: Evaluate research findings, interpret data accurately, and draw evidence-based conclusions and prepare a comprehensive report that contributes to the advancement of social work knowledge, theory, and evidence-based practice.	4, 5, 6	K5/6

Every candidate is required to complete a research dissertation on a topic related to social work education, practice or some aspect of the field of specialization chosen by him/her. Candidates will select the topic of their research in consultation with the faculty of Social Work. The research work will be carried out under the supervision and guidance of a faculty of the department. It will commence from the beginning of the month of March of the First year of the study and will proceed as per the schedule drawn by the department till March 1st of the second year of study. A candidate is required to submit 2 typed and bound copies along with the online submission of PDF of the research dissertation to the department on or before March 1st of the second year of study. The research dissertation will be evaluated by 2 examiners and the students will have to defend their work in a *viva voce.* The research dissertation carries 6 credits.

Requirements and timeline:

1. The research proposal by the student should be approved by the department by the month of March of the II semester.
2. The review of literature and research methodology should be finalized by April/May (End of II Semester).
3. Data collection should be completed by May/ June (Unless the field of study is such that data collection can be done only after June)
4. The I & II chapters and the completed data should be presented in the month of August of the III semester. This will be a requirement for 1st internal assessment.
5. The data analysis and interpretation, main findings and suggestions should be presented in December of the IV semester. This will be the requirement for the 2nd internal assessment.
6. The presentation of the research work will be held between January and February of the IV semester as part of the 3rd internal assessment.
7. The completed and bound copies of the research dissertation should be submitted on or before March 1st of the IV semester.
8. A candidate who fails in the internal assessment in the 3rd semester will not be permitted to proceed with the research work since there is no provision for ICA retake for research dissertation. Such candidates will have to redo the research work in the subsequent academic year.
9. A candidate who fails to submit the final research dissertation on or before the date stipulated by the department will have to submit it and appear for the external examination in the subsequent semester.

10. A candidate shall not be permitted to submit the research dissertation on more than 2 occasions.

Evaluation pattern for Research Dissertation

Internal 50% weightage	ICA - 1	ICA -2	ICA -3	Research Supervisor	Total
Marks	20	20	10	50	**100**
External 50% weightage	Examiner - 1	Examiner - 2	Viva Voce		Total
Marks	75	75	50		**200**

Internal Assessment Pattern

Criteria	1st Internal Assessment - Viva	2nd Internal Assessment- Viva	3rd Internal Assessment - Presentation	Research Supervisor's Assessment (*as per the rubrics)	Total
Marks allotted	20	20	10	50	100

*Research Supervisor Internal Assessment Rubrics :

Criteria	CO#	Marks	Weightage in %
Domain Knowledge	CO2	10	20
Presentation	CO3	10	20
Analyze	CO4	10	20
Evaluate & Create	CO5	10	20
Total		**50**	**100**

Rubric for research supervisor's internal assessment*					
Criteria	CO # - K level	Descriptors			
		Outstanding 10 – 8	Good 7-6	Average 5-4	Unsatisfactory< 4
Domain Knowledge	CO2 – K2	Exhibits excellent knowledge on the subject and narrates with confidence and is able to list the sources	Exhibits sufficient knowledge on the subject and narrates with confidence	Exhibits little knowledge on the subject and narrates with difficulties	Exhibits poor knowledge on the subject
Presentation	CO3 – K3	The presentation was presented with clarity of thought, Detailed information, Arguments and Counter Arguments along with the use of ICT.	The presentation was carried out clearly with detailed information	The presentation was clear	The presentation lacks clarity
Analyze	CO4 – K4	Ability to apply more than one method to arrives at conclusion	Appropriate methods are used but arrives at conclusions	Appropriate methods are used but arrives at vague conclusions	Lack of any analyses. The arguments are poorly linked to one another.
Evaluate & Create	CO5 – K5	20 – 16 Original Ideas that can be patented / copyrighted/ impact policies	15-12 Ideas are original, Interesting and can be applied in the contemporary society	11 – 8 Ideas evolved are relevant	<7 Ideas evolved are completely irrelevant

External Assessment Pattern

The external assessment consists of evaluation of the research dissertation by two examiners followed by a Viva-Voce examination. The weightage is 75 % for evaluation of dissertation and 25% for viva-voce.

The research dissertation for the ESE will be evaluated by an external examiner and the internal examiner based on the below given criteria.

Criteria for external evaluation of dissertation

Criteria	Marks
Title	05
Review of Literature	15
Methodology	20
Analysis & Interpretation	15
Findings and Suggestions	10
Reference work, Bibliography, appendix	5
Formatting and Presentation	5
Total Marks	**75**

Criteria for external Viva-Voce examination

Criteria	Marks
Clarity on concepts and methodology	10
Application of research skills and techniques	20
Analysis & Interpretation	10
Ability to defend	10
Total Marks	**50**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	2	3	3	2	3	3	3	3				2	K1
CO 2	3	3	3	3	3	2	3		3	3		3	3	K2
CO 3	2	3	3	3		2	3	3	3	3	3			K3
CO 4	3	1	3	3	3	3	3	3			3	3		K4
CO 5	2	3	3	3	2	2	3				3	3	3	K5 - K6
Wt. Avg.	2.6	2.4	3	3	2.5	2.4	3	3	3	3	3	3	3	
Overall Mapping of the Course			2.70							2.94				

SPECIALIZATION - FIELD WORK PRACTICUM- IV

Course Code*	
Credits	**6**
Hours / Cycle	**15 Hours / Cycle**
Category	**Core Course**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	Supervision	Practical	Total Hours
	24	**210**	**234**

Course Description	
	The broad aim of concurrent fieldwork in specialization Field Work Practicum-I is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a models and approaches in the respective area of specialization(Medical & Psychiatry and Community Development) These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

	Course Outcome(s) *Upon successful completion of the course,* *students should be able to:*	PSO Addressed	Bloom's Taxonomy Levels (K1 to K6)
CO1	Relate the agency as a system – governance, philosophy, objectives, structures, and management of services/programs.	**2,3**	**K1**
CO2	Demonstrate knowledge and skills in engaging and assessing individuals, groups and communities and the skills of documentation of direct practice through reflective and analytical learning	**4, 3**	**K2**
CO3	Develop the ability to involve the client system in the problem-solving process, utilizing skills of social work interventions, including research.	**2, 5**	**K3**
CO4	Relate the inherent strength of the people to meet their needs and resolve their problems	**2, 6**	**K4**
CO5	Create intervention plan and implement the same with individuals, groups and communities	**2, 3**	**K5 & K6**

Components for Specialization - Field Work Practicum -III

I. *Concurrent Field Work*

Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning, connecting the classroom to field and field practice to the classroom. This progressive integration of theory, knowledge, practice, and skill development provides the student with the optimal foundation for professional practice. The broad aim of Specialized concurrent fieldwork in the third semester is to provide opportunities for students to apply the knowledge learned in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups, and communities using a generalist model.

SL.NO	OBJECTIVES OF COMMUNITY DEVELOPMENT	OBJECTIVES OF MEDICAL & PSYCHIATRY
1.	To critically study the rural, tribal and urban life in all its ramifications, including group dynamics and power structure in rural communities.	To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability.
2.	To be able to apply theory related to rural, tribal, urban Community Development to the Fieldwork practice.	To enable the students to practice the methods and roles of Social Work in clinical and community health settings
3.	To develop an understanding of the process of program formulation and program management of the local and national bodies, government, and nongovernment agencies.	To enable the students to function as a member of the multidisciplinary team with respect to the Bio-Psycho-Social-Spiritual (BPSS) assessment & interventions
4.	To develop a positive attitude to work in a rural, urban, tribal community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fundraising, budgeting, report writing, lobbying, and advocacy required for a development worker.	To enable the students to develop a Rehabilitation Plan with respect to long-term illness & disability.

5.	To understand and work with disadvantaged groups in rural, urban and tribal areas from an empowerment and rights-based perspective.	To understand the National Health / Mental Health Programmes and their implementation at the community level.
6.	To enable to plan and implement methods, tools, and techniques for intervention based on the needs of the community.	To understand the rights of the patients as persons and advocate for health rights of people from disadvantaged groups.

II. *Specialization visits (Optional)*

In the community development specialization, students visit a tribal community and learn about the culture, traditions, and living conditions of the tribal people. As part of the Fieldwork curriculum in the fourth semester, the students are taken for a tribal visit where they students have exposure to the tribal community. The medical and psychiatric students visit the hospitals in the tribal area and are also able to get an idea about the traditional methods of treatment in the community, focusing more on the health-seeking behavior of the tribal people. Medical and psychiatric specialization students also visit a health/ Psychiatric institution that serves as a role model and Community based health initiatives in Social Work. The visit is planned for 3-4 days. A detailed report of the Specialization visit is to be submitted to the department immediately after the visit.

Competencies for Practice

1. Practice Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage In Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Requirements: 210 Hours of Concurrent Field Work

SL.NO	TASKS OF COMMUNITY DEVELOPMENT	TASKS OF MEDICAL & PSYCHIATRY
1.	Study the administrative setup of local bodies, local administration and socio-economic conditions of communities.	Involve in the preparation of a psycho-social assessment of the patient in relation to the consequence of disease and disability.
2.	Coordination with the local, district and the state administrative personnel. Networking with the elected representatives at different levels to bring community change.	Develop and implement intervention strategies with family and community as social support systems.
3.	Application of the principles of Community Development and professional social work in the community. Apply skills and roles in the practice of community development. Understand and work with local bodies in the decision making process	Apply Social Case Work (includes identification, assessment, intervention, rehabilitation, and follow-up).
4.	Identify and link policies, schemes and programs through community participation for community empowerment and justice	Identify & undertake Group work / therapeutic sessions
5.	Apply community development models and approaches	Organize a need-based/setting-based Community Health Program.

6.	Identify/ study/ explore the community problems covering the following aspects:
	
	1) The physical, ecological, socio-economic, and political structure, living pattern, social roles, community power structure, occupation, housing, and available social services.
	2) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education, and welfare (Social Audit)
	3) The problem as perceived by the
	    i) Rural or Urban Community/ Village/Client System
	    ii) Rural local body
	    iii) Fieldwork agency and
	    iv) Professional Social Work Trainee.
	4) Components to be covered
	    ● Training program – 1
	    ● Case Study - 2
	    ● Social Case Work –1
	    ● Social Group Work - 1
	    ● Community Organization-1
		Function as a member of the Multidisciplinary team.
		
		● Network with other organizations and advocate when necessary.
		● Document and maintain Process records. of the following:
		    ○ Social Case Work - 2 (Minimum 5 sessions each)
		    ○ Social Group Work - 1 (Minimum 4 sessions each)
		    ○ Community Organization - 1
		    ○ Case Studies and Group Activities
		    ○ Training Programme – 1
		
		    ○ Formulate a mini - research proposal and conduct a pilot study with quantitative/ qualitative design: 1
		
		    (if required)

7.	Schedule one On-site Supervisory Visit (OSV) with Field Educator from the department and Field Supervisor from the agency to assess the progress.	Schedule one On-site Supervisory Visit (OSV) with Field Educator from the department and Field Supervisor from the agency to assess the progress.

Evaluation Method:

The final grade is earned by the student based on a synthesis of:

- Successful completion of the Report and Evaluation by the required due date.

- Students' self-ratings, assessment, and evaluation.

- Field Instructor's ratings, assessment ,evaluation, and recommendation.

- Field Advisor's assessment and recommendation, including overall evaluation of competence at both the generalist and specialized levels.

- Satisfactory completion of all 100 % field hours (within the stipulated Compensation).

- Submission of all signed weekly time logs by the required due date.

- Satisfactory completion of all Professional Development hours (Field Work Conference).

- Timely scheduling and completion of joint field work conferences.

- Level of professional demeanor/behavior, conduct, and development.

Internal Assessment by Faculty Supervisor & External Assessment by External Viva - Voce Examination

The grading rubrics for Specialisation Field Work Practicum -III is as follows:

Criteria	Skills and Techniques	Application of Theory and Practice	Professional Ethics and relationship	Report Writing and Documentation	Total Marks
Marks	**10**	**20**	**20**	**10**	**50**

** Field Work Regulations has to be adhered (See Appendix - I & II)

Course Articulation Matrix														
Course Outcomes	**Programme Outcomes**							**Programme Specific Outcomes**						**Cognitive Level**
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	
CO 1	3	2	2	3	2	3	3	3	3	3	1		2	**K1**
CO 2	3	3	3	2	2	2	3	2	3	3	3	3	3	**K2**
CO 3	2	3	3	2	1	2	3		3	2	3		3	**K3**
CO 4	2	2	3	1	1	3	3	2	3	2	2	1		**K4**
CO 5	2	2	1	3	2	3	3	2	3	3	3	2	2	**K5 - K6**
Wt. Avg.	2.4	2.4	2.4	2.2	1.6	2.6	3	2.3	3	2.6	2.4	2	3	
Overall Mapping of the Course				2.37							2.46			

BLOCK INTERNSHIP

Course Code*	
Credits	**2**
Hours / Cycle	**30 Working Days**
Category	**Course Requirement**
Semester	**IV**
Year of Implementation	**From the academic year 2024-2025 onwards**

Course Structure	**Supervision**	**Practical**	**Total Hours**
		240	**240**

Course Description	Block Internship is in addition to concurrent fieldwork at the end of 2 2-year period. Block internship consolidates the fieldwork curriculum of all four semesters. It helps students to work independently and opens avenues for students to identify their competencies for professional careers.

	Course Outcome(s) *Upon successful completion of the course, students should be able to:*	**PSO Addressed**	**Bloom's Taxonomy Levels (K1 to K6)**
CO1	Relate the agency as a system – governance, philosophy, objectives, structures, and management of services/programs.	**1,2,3,6**	**K1**
CO2	Demonstrate knowledge and skills in engaging and assessing individuals, groups and communities and the skills of documentation of direct practice through reflective and analytical learning	**1,2,3,4,5,6**	**K2**
CO3	Develop the ability to involve the client system in the problem-solving process, utilizing skills of social work interventions, including research.	**1,2,3,4,6**	**K3**
CO4	Analyze the skills and competencies to work as a team with one's coworkers, and with the agency.	**2,3,4,5,6**	**K4**
CO5	To appraise and develop professional competencies and networks for their future career.	**1,2,3,4,5,6**	**K5 & K6**

Components for Block Internship

No of Hours: 240 Hours(30 days x 8 hrs)

After satisfactory completion of concurrent Fieldwork during the two academic years and after the Final End of Semester Examination, every student of the MSW (Second year) is placed on Block Internship for 30 days for full-time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies/projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Internship is to broaden the student's perspectives on development and welfare concerns, offer pre-employment work experiences, and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed a Block Internship to the satisfaction of the Department. At the conclusion of the Block Internship, the Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Internship. It carries two credits.

In addition to this, students are required to complete a **FOUR weeks certificate course(**minimum of 30 hours**)** offered by NPTEL, SWAYAM, Coursera, Edex, and other professional institutions related to the field of Social Work.

Evaluation Method:

The final grade is earned by the student based on a synthesis of:

- Successful completion of the Report and Evaluation by the required due date.

- Level of professional demeanor/behaviour, conduct, and development.

- Field Instructor's ratings, assessment ,evaluation, and recommendation.

- Satisfactory completion of all 100 % field hours (within the stipulated Compensation).

- Submission of 15 days report and 30 days report in the required due date.

- Submission of Internship Certificates prescribed in the department or given by the institute in the due time instructed by the department.

- Submission of 4 week online course completion certificate related to the field of Social Work.

The grading rubrics for Block Internship are as follows: External

Criteria	Outstanding 10-8	Good 7-6	Average 5-4	Unsatisfactory < 4

** Field Work Regulations has to be adhered (See Appendix - I & III)

Course Articulation Matrix														
Course Outcomes	Programme Outcomes							Programme Specific Outcomes						Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO 1	3	3	2	2	1	3	3	3	3	3			3	K1
CO 2	3	3	3	3	1	2	3	3	2	3	2	1	2	K2
CO 3	2	3	3	2	1	3	3	3	2	2	3		3	K3
CO 4	3	2	2	3	2	3	2		3	3	2	1	2	K4
CO 5	2	2	2	3	1	2	3	2	2	3	2	2	3	K5 - K6
Wt. Avg.	2.6	2.6	2.4	2.6	1.2	2.6	2.8	2.8	2.4	2.8	2.3	1.3	3	
Overall Mapping of the Course				2.40								2.36		

APPENDIX- I

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

FIELD WORK RULES AND REGULATIONS

Supervised field work is an integral part of the training programme for Postgraduate's social work studies. A minimum of fifteen hours of work per week shall be put in by each student throughout the duration of the course. Classroom instructions and field work shall be arranged on a concurrent basis all through the two year period except for a month in the fourth semester when a student will be attached to an agency for block placement on a full time basis to gain skills in the field of his/her specialization.

Following are the rules governing the Field Work Programme, which the students are expected to strictly adhere to:

1. The daily work in the Field Work Agency should comprise of 7 1⁄2 hours, normally from 9:30 a.m. to 5:00 p.m. or the period specified by the Agency. This may include home visit, community contacts or other liaison work related agencies.

2. Students are required to put in 100% attendance in Field Work to qualify for the end of semester examination.
   In case the student wishes to absent himself/herself from the field work on any day under unavoidable circumstances sickness, death in the family, bad weather etc., he/she will have to inform the faculty supervisor/Dept. and the agency supervisor of his absence at the earliest and he/she will have to compensate it on a Saturday or any other holiday with in the following fortnight. This has to be arranged by the student in consultation with the agency and the faculty supervisors.
   On an average, the field work consists of 30 days per Semester. As per the university regulation cent percent attendance is required from each student. In the event of a student who had completed 75%of the field work days and then falling sick and requiring hospitalization, a package of 10 continuous working days of field work programmes will be required to be completed before the student is eligible to pass. This field work requirement should be done in consultation with both the faculty supervisor and the agency supervisor after a written request is made by the student to the Head of the Department. All such cases will be decided by a committee consisting of the Head of the Department, field work coordinator and the concerned faculty supervisor. This Field work marks will be included only in the subsequent year.

3. The Reports of the day's field work should be submitted on the following Monday by 8.30 a.m. to the member of the faculty coordinating Field Work programme. If Monday should be a holiday, the reports should be handed in on the working day after.

4. Field work attendance is dependent on the submission of reports on time. Only those students who submit their reports on time will be given attendance on the particular field work day in the college day order.

5. The field work requirement is complete only when the student has attended the supervisory field work conference held once a week as per the time table. Therefore regular attendance

of field work conferences in the department with the faculty supervisor is an essential requirement.

6. The students should report to the agency for field work on the designated days, even if the college is on holiday but the agency is working. If the agency is on holiday, the student need not attend field work at the agency site, but can manage himself/herself in other tasks like home visits, liaison with collaborating agencies, library work etc, after informing the faculty supervisor and agency supervisor.

7. The reports should be neatly written in papers of A4 size, with all information systematically presented including relevant annexure. Students should submit log sheets accounting for their work, working hours etc, duly signed by the agency supervisor along with their field report.

8. All students are required to be dressed formally on Field Work days. Women students should wear sarees.

9. Field work placements, once finalized, shall not be changed on any account. Requests for such change will go against the student's academic standing in the final evaluation.

10. Evaluation of Field Work performance will be made by both the agency supervisor and the faculty supervisor. Therefore, the students are expected to keep them regularly informed about their activities in the field.

FIELD WORK COORDINATOR   **HEAD OF THE DEPARTMENT**

Appendix- II

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

RULES AND REGULATIONS FOR STUDY TOUR/ RURAL CAMP

The study tour/rural camp is a 10-day study programme treated as part of the field work III of the post-graduate social work studies. It is undertaken after careful planning with full participation of the students and the faculty supervisor in order that the exposure to situations and the people outside the city/state boundaries for the 10-day period may provide fresh insight into the societal situations and the modes of interventions in problems encountered by the people of diverse backgrounds. The student's learning from the contributions to the study programme shall be closely observed and assessed for credits to their academic performance.

Regulations:

1. Planning and programming of the study tour shall be the collective responsibilities of the students in consultation with the faculty supervisors.

2. The programme shall be so structured as to give the students a full 10-day experience of study and assimilation of knowledge. It will provide opportunities to come into grips with the social realities even as the students are themselves exposed to such situations, problems and struggles, which the ordinary people encounter in life. The objective of the study tour is not recreation or entertainment.

3. The focus is on encounters with service agencies, professionals and people of other regions and observations of how they function to meet social development needs. In the study tour the students are expected to be fully involved in the affairs of the community in which they will live for a 10-day period.

4. Experiences and learning should be systematically documented for evaluation purposes. Each student is required to maintain a field diary in which day-to-day activities are recorded.

5. Observation, thoughts and reflections, speeches and conversations, readings, questions and responses, and problem-solving exercises will be given due credit in the evaluation of the report.

6. The period of travel is also considered part of the study programme, and therefore the time spent in the travel by train or bus should be productively utilized, and not in vain conversations.

7. Interaction with co-passengers, the general public and the community should be decent. Courteous and purposeful, and should not give room for adverse comments from them. Conscious efforts should be made to create in the mind of others a positive image of the student community.

8. While healthy group living is encouraged, "groupism" is totally condemned. Formation of sub-groups and cliques with narrow personal interests will be a liability to the programme. Persons indulging in such activities will be subject to censure.

9. Relationships with group members shall be above board and based on mutual respect. Movements between men and women students will be closely monitored and any individual or group of individuals defaulting will be severely dealt with.

10. Noise is regarded as a polluting element in the atmosphere, disturbing peace and straining social relationships. Therefore it should be discarded. In any case, silence should be maintained between 10 pm and 6 am.

11. Personal habits of smoking and drinking alcoholic beverages are strictly forbidden in any part of the programme. Persons found to disobey this rule shall be expelled from the programme and marked absent. There will be no condonation for it. Students are expected to be dressed in simple and modest clothes and not to wear costly ornaments. Students will be responsible for all their personal belongings.

12. The consolidated reports of the programme along with the diary notes should be submitted to the department by 8.30 am on Monday following the date of return from the tour.

Purpose of the Visit:

The student participation in the study tour will be evaluated for a maximum of 50 marks on a 10- point scale. Assessment will be made on the following items:
- Goal understanding and acceptance,
- Programme planning, execution and participation
- Observation, attentiveness and learning,
- Pursuit of the goal,
- Sharing, reflections and contribution to learning.
- Analytical thinking,
- Comprehension and clarity of expression,
- Recording and reporting.
- Interpersonal relationship,
- Cooperation and group living,
- Sense of oneness and solidarity.
- Adjustment with situation,
- Working within the framework,
- Coping with stress,
- Adaptive capacities and measures.

HEAD OF THE DEPARTMENT

Appendix- III

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

SPECIFIC INSTRUCTIONS FOR II MSW FIELD WORK - BLOCK PLACEMENT

1. The students are advised to report to the Heads of Institutions/Departments concerned on the appointed day of the commencement of work.

2. They should identify themselves fully with the placement agencies and strictly observe all the rules and regulations that are in force.

3. They should conduct themselves with a sense of responsibility and dignity, and give no room for any kind of adverse comments or complaints by the agency authorities.

4. Any act of indiscipline, misconduct or negligence of duty will be severely dealt with, leading to cancellation of the placement and detention.

5. The students are required to put in service on all the days of the placement period. No leave shall be granted for any day or part thereof.

6. They should show a record of work on all the days, including weekends. If the agency observes a holiday, the students should engage themselves in collateral contacts, home visits, library references and recordings. These should be incorporated in the certificate of attendance issued by the agency authorities.

7. Fortnightly reports should be submitted to the respective faculty supervisors, who will be visiting the agency during the period of the placement.

8. If the students should leave the location on any duty on any particular day (s), the faculty supervisor should be promptly informed stating the purpose and plan of action. Copies of communications addressed to the department should be duly filed and appended to the final report.

9. Evaluation of the student performance will be done by the agency authorities according to specific criteria intimated separately to the supervisors concerned. It will cover the following aspects of the field work:

   - Application of skills
   - Reporting
   - Ability to accept and work under supervision
   - Adjustment to the Agency
   - Development of the required professional competencies

HEAD OF THE DEPARTMENT

Appendix- IV

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

RESEARCH DISSERTATION SCHEDULE – II MSW

1. The Research proposal should be approved by the Department by the month of March of the II semester.

2. The Review of Literature and the Data collection should be finalized by April/May (End of II Semester).

3. Data collection should be completed by May/ June (Unless the field of study is such that data collection can be done only after June)

4. The I & II chapters and the completed data should be presented in the month of August of the III semester. This will be a requirement for 1ˢᵗ internal assessment.

5. The data analysis and interpretation, main findings and suggestions should be presented in December of the IV semester. This will be the requirement for the 2ⁿᵈ internal assessment.

   Students failing to meet the above mentioned requirements for continuous assessment in research work by December will not be permitted to proceed with their work.

6. The presentation of the research work will be held between January and February of the IV semester.

7. The completed and bound copies of the research dissertation should be submitted on or before March 1ˢᵗ of the IV semester.

HEAD OF THE DEPARTMENT

Appendix- V

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

EVALUATION FOR ELECTIVE TERM PAPERS

Evaluation Method:

The final grade is earned by the student based on submission of ESE Term Paper. The guidelines to be followed are:

- Cover page with Topic, Name of the student, Register number should be printed in CAPITAL.
- Abstract of the term paper (300 words) in APA format.
- The term paper should not be less than 2500 words and above 3000 words.
- All diagrams and data should be acknowledged properly.
- Plagiarism check should be done by the students and certificate should be attached along with the term paper before submission (from the Library). Without the certificate the term paper will not be accepted for evaluation.
- Minimum of 15 book references should be in APA format apart from websites and other sources.
- The final submission date for the term paper both as PDF and Hard copy as instructor by the course teacher.
- The term paper will be assessed based on the content, format and critical-analytical ability.
- There won't be any extension of dates or time for submission of term paper. Students not complying with the term paper deadline will be marked absent for the end of semester examination.

Rubrics for ESE Term Paper:

Criteria	Domain Knowledge	Presentation (Reference & Plagiarism Check)	Critical Analysis	Overall Evaluation	Total
Marks	**20**	**10**	**10**	**10**	**50**

Appendix- VI

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

COURSE ARTICULATION MATRIX WEIGHTAGE FOR CORRELATION

The correlation of POs/PSOs to each CO is mapped in the course articulation matrix table below each course. The weight of correlation assigned to each corresponding cell is given below

Weightage for Correlation		
$0 \leqq C \leqq 5\%$	No correlation	-
$5\% < C \leqq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leqq C < 100\%$	Substantial / High	3

Appendix- VII

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

PERCENTAGE OF REVISION

Paper title in the old syllabus	Paper title in new syllabus	Content Modified / removed / added					Quantity of units modified / removed / added	% revision
		Unit I	Unit II	Unit III	Unit IV	Unit V		
Social Work Profession	Social Work Profession	0.25	0	0	0.5	0.5	1.25	25
Generalist Practice in Social Work	Removed						0	0
Human Rights & Social Work	Social Justice & Human Rights in Social Work	0.5	0.5	0.5	0.5	0.75	2.75	55
Introduction to Sociology	Sociological Foundations for Social Work	0.25	0.25	0.25	0.25	0.25	1.25	25
Introduction to Psychology	Psychological Foundations for Social Work	0.25	0.25	0.25	0.25	0.25	1.25	25
Social Work Practice with Individuals	Social Work Practice with Individuals & Families	0.5	0.5	0.5	0.5	0.5	2.5	50
Concurrent Field Work	Generalist Field Work Practicum I	1	0	0	0	1	2	40
-	Soft Skills 1 : Development Communication	1	1	1	1	1	5	100
Social Work Practice with Groups	Social Work Practice with Groups	0.5	0	0.25	0.5	0	1.25	25
Community Organization and Social Action	Community Organization and Social Action	0.25	0.25	0.25	0.25	0.25	1.25	25
Social Work Research and Statistics	Social Work Research and Statistics	0.5	0.5	0.5	0.5	0.5	2.5	50
Social Work Administration	Social Welfare Administration	0	0.75	0	1	1	2.75	55
Community Health	Community Health	0.25	0.25	0.25	0.25	0.25	1.25	25
Concurrent Field Work	Generalist Field Work Practicum II	1	0	0	0	1	2	40

-	Soft Skills 2 : Leadership & Personality Development	1	1	1	1	1	5	100
-	Technology & Social Work Practice	1	1	1	1	1	5	100
Social Policy and Social legislation	Social Policy & Social Legislation	0.5	1	0.25	0.5	1	3.25	65
Community Development Practice	Community Development Practice	0.25	0.5	0.5	0.5	0.5	2.25	45
Health and Social Work	Health and Social Work	0	0.5	0.5	0	0	1	20
Rural and Urban Community Development	Rural & Urban Community Development	0.5	0.25	0.5	0.25	0.5	2	40
Mental Health for Social Work	Mental Health & Psychiatric Disorders	0.25	0.5	0.5	0.5	0	1.75	35
International Social Work	Global Social Work	0	0.5	0.75	0.5	0.25	2	40
Environment Social Work	Environmental Justice and Social Work	1	1	0.5	0.5	1	4	80
Conflict Resolution and Peace Building	Conflict Resolution and Peace Building	0.5	0.25	0	0	0.25	1	20
Specialization Field Work III	Specialization Field Work Practicum III & Field Work Supervision	1	0	0	0	1	2	40
-	Soft Skill 3: SPSS & Training for Placement	1	1	1	1	1	5	100
Social Entrepreneurship and Project Management	Social Innovation & Social Entrepreneurship	0.75	0.75	1	1	1	4.5	90
Development Economics	Sustainable Development	0.5	0.5	0.5	0.75	1	3.25	65
Medical Social Work	Medical Social Work	0.25	0	0	0	0	0	5
Indigenous People and Tribal Development	Indigenous Community and Tribal Development	0	0	0.5	0.75	0	1.25	25
Psychiatric Social Work	Psychiatric Social Work	0	0.25	0.5	0.5	0.5	1.75	35
Counselling Theory and Practice	Counseling Theory and Practice	0.25	0.5	0.5	1	0	2.25	45
Gender and Society	Removed						0	0
Disaster Management & Social Work	Removed						0	0

Social Work with Families & Children	Social Work with Families & Children	0	0	0	0	1	1	20
Research Project	Research Dissertation	1	0	0	0	0	1	20
Specialization Field work	Specialization Field Work Practicum IV & Field Work Supervision	1	0	0	0	1	2	40

Total No. of courses revised with ≥ 20% / Total No. of courses x 100 =	Total Percentage of Revision
33 courses revised with ≥ 20% / **34** Total No. of courses x 100 =	**97 %**