



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620024

BSW (UG)

CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Sem	Part	Name of the Course	Title of course	In s. Hr s.	Cre dits	Exa m Hrs.	Maximum Marks		
							Int	Ext	Total
I	I	Ability Enhancement Course – I (AEC-1)	(Tamil \$ / Other Languages +, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – II (AEC - II)	English Course - I	6	3	3	30	70	100
	III	Core Course – 1 (CC-1)	Foundation in Social Work	4	4	3	30	70	100
		Core Course - 2 (CC-2)	Field Work Practicum -I	4	4	3	70	30	100
		Allied Course –1 (AC-1)	Sociology for Social Work OR Communication for Social Work Practice	3	3	3	30	70	100
		Allied Course –2 (AC- 2)	Social Problems in India OR Welfare of the Vulnerable	3	3	3	30	70	100
	IV	Value Education		2	2	3	30	70	100
		Interdisciplinary Course – 1 (IDC- 1) #	Human Rights OR Life Skills Education	2	2	3	30	70	100
		Total		30	24				800

II	I	Ability Enhancement Course – III (AEC - III)	(Tamil\$/ Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – IV (AEC - IV)	English Course - II	6	3	3	30	70	100
	III	Core Course –3 (CC-3)	Direct Methods of Social Work	4	4	3	30	70	100
		Core Course - 4 (CC-4)	Field Work Practicum - II	4	4	3	70	30	100
		Allied Course – 3 (AC-3)	Human Growth & Development OR Social Entrepreneurship	3	3	3	30	70	100
		Allied Course – 4 (AC -4)	Basics of Economics and Political System OR School Social Work	3	3	3	30	70	100
		Skill Enhancement Course -1 (SEC-1) ##	Digital Literacy and ICT in Social Work OR Crisis Intervention Skills	2	2	3	30	70	100
		Interdisciplinary Course – 2 (IDC - 2) #	Health and Hygiene OR Substance Abuse and Rehabilitation	2	2	3	30	70	100
		Total		30	24				800
III	I	Ability Enhancement Course –V (AEC - V)	(Tamil\$/ Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course –VI (AEC - VI)	English Course - III	6	3	3	30	70	100
	III	Core Course – 5 (CC-5)	Indirect Methods of Social Work	4	4	3	30	70	100
		Core Course - 6 (CC-6)	Field Work Practicum - III	4	4	3	70	30	100
		Allied Course – 5 (AC - 5)	Child Rights OR Psychological Well-Being	3	3	3	30	70	100
		Allied Course – 6 (AC - 6)	SDGs and Social Work OR Social Legislations	3	3	3	30	70	100

		Skill Enhancement Course - 2 (SEC - 2) ##	Legal Literacy and Rights-Based Practice OR Advocacy and Social Action Skills	2	2	3	30	70	100
		Interdisciplinary Course – 3 (IDC - 3) \$\$	Women Development OR Child Development	2	2	3	30	70	100
		Health & Wellness @		--	1	--			100
		Total		30	25				900
IV	I	Ability Enhancement Course –VII (AEC - VII)	(Tamil\$/Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course –VIII (AEC - VIII)	English Course -IV	6	3	3	30	70	100
	III	Core Course 7 (CC -7)	Introduction to Social Work Research	4	4	3	30	70	100
		Core Course-8 (CC -8)	Field Work Practicum -IV	4	4	3	70	30	100
		Allied Course – 7 (AC - 7)	Welfare of Persons with disabilities OR Social Policy and Planning	3	3	3	30	70	100
		Allied Course – 8 (AC - 8)	Gerontological Social Work OR Participatory approaches in Development	3	3	3	30	70	100
	IV	Skill Enhancement Course - 3(SEC- 3) ##	Leadership and Team Building OR Fundraising and Resource Mobilization	2	2	3	30	70	100

		Interdisciplinary Course – 4 (IDC - 4) \$\$	Youth in Contemporary Society OR Basics of Indian Constitution	2	2	3	30	70	100
		Total		30	24				800
Summer Internship / Industrial Activity during the Summer Vacation after II Year									
V	III	Core Course – 9 (CC-9)	Theories of Social Work	5	4	3	30	70	100
		Core Course -10 (CC-10)	Family and Child Welfare	5	4	3	30	70	100
		Core Course – 11 (CC-11)	Introduction to Counselling and Guidance	5	4	3	30	70	100
		Core Course-12 (CC-12)	Community Development	5	4	3	30	70	100
		Core Course – 13 (CC-13)	Industrial Social Work	5	4	3	30	70	100
	IV	Skill Enhancement Course -4 (SEC-4) ##	Fundamentals of Statistics in Social Work OR Social Marketing	2	2	3	30	70	100
		Skill Enhancement Course – 5(SEC-5) ##	Professional Writing and Documentation In Social Work OR Critical Thinking and Problem-Solving In Social Work	2	2	3	30	70	100
		Introduction to Disaster Management		2	2	3	30	70	100
		Summer Internship / Industrial Activity@@	(with Viva-Voce)	--	2	--	80	20	100
		Total		30	28				900

VI	III	Core Course –14 (CC-14)	Correctional Social Work	6	4	3	30	70	100
		Core Course – 15 (CC-15)	Community Health	6	4	3	30	70	100
		Core Course – 16 (CC-16)	Corporate Social Responsibility	6	4	3	30	70	100
		Core Project Work 17 (CPW-17) @@	Project (with viva voce)	6	3	4	80	20	100
	IV	Value Added Course	General Studies for Competitive Examinations	2	2	3	30	70	100
		Skill Enhancement Course - 6 (SEC-6) ##	Micro Finance and Self-Help Groups OR Theatrical skills for Social Change	2	2	3	30	70	100
		Skill Enhancement Course - 7 (SEC-7) ##	Monitoring And Evaluation Skills in Social Work OR Cultural Competencies and Diversity Skills in Social Work	2	2	3	30	70	100
		Environmental Science		2	2	3	30	70	100
		Gender Studies		2	1	3	30	70	100
		Extension Activities *		--	1	-		-	
	Total			30	25				900
	Grand Total			180	150				5100

SKILL ENHANCEMENT COURSE			
Sl. No.	Title of Courses	Sl. No.	MANDATORY
1.	Digital Literacy and ICT in Social Work OR Crisis Intervention Skills		2 nd Semester:
2.	Legal Literacy and Rights-Based Practice OR Advocacy and Social Action Skills		3 rd Semester:
3.	Leadership and Team Building OR Fundraising and Resource Mobilization		4 th Semester:
4.	Professional Writing and Documentation in Social Work OR Critical Thinking and Problem-Solving in Social Work		5 th Semester
5.	Monitoring And Evaluation Skills in Social Work OR Cultural Competencies and Diversity Skills in Social Work		6 th Semester
6.	Fundamentals of Statistics OR Social Marketing		5 th Semester:
7.	Micro Finance and Self-Help Groups OR Theatrical skills for Social Change		6 th Semester:

INTERDISCIPLINARY COURSE (IDC)	
FOR WHO HAVE OPT TAMIL AS PART - I	
1 st Semester	Human Rights OR Health Care Services
2 nd Semester	Health and Hygiene OR Substance Abuse and Rehabilitation
3 rd Semester	Women Development OR Child Development
4 th Semester	Youth in Contemporary Society OR Basics of Indian Constitution

INTERDISCIPLINARYCOURSE (IDC) # FOR WHO HAVE NOT OPT TAMIL AS PART - I		
Those who have studied Tamil upto10 th / +2 but opt for other languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil – II

INTERDISCIPLINARYCOURSE (IDC) FOR NCCCADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3 rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4 th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES-ARTS

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Courses	16	4	64	1600
4.		Allied Course (AC)	8	3	24	800
5.		Core Project Work (CPW)	1	3	3	100
6.	IV	Skill Enhancement Courses (SEC)	7	2	14	700

7.		Interdisciplinary Course (IDC)	4	2	8	400
8.		Value Education	1	2	2	100
9.		Health and Wellness	1	1	1	100
10.		Introduction to Disaster Management	1	2	2	100
11.		Summer Internship/ Industrial Activity	1	2	2	100
12.		Value Added Course	1	2	2	100
13.		Environmental Studies	1	2	2	100
14.		Gender Studies	1	1	1	100
15.		Extension Activities (NCC/NSS/SPORTS/ANTI DRUG CELL/YRC& Any Other Activities	--	1	1	-
		Total	51		150	5100

\$	For those who have studied Tamil up to 10 th / +2 (Regular Stream)
+	Syllabus for other Languages should be on par with Tamil at degree level
#	Those who have studied Tamil upto 10 th / +2 but opt for other languages in degree. level under Part -I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part– IV under the Ability Enhancement Course.
##	Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions 5 courses from 2 nd to 6 th semester should be studied under Skill Enhancement Course.
\$\$	NCC Course is one of the Choices in the Ability Enhancement Course. Only the NCCC cadets are eligible to choose this course. However, the NCC Course is a Compulsory Course for the NCC Cadets.

@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • Submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><th>Part</th><th>Description</th><th>Marks</th></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														
@@	Summer Internship / Industrial Activity Summer Internship will be carried out during the summer vacation after the second year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table><tr><th>Description</th><th>Marks</th></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva-Voce</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>	Description	Marks	Report	80	Viva-Voce	20	Total	100							
Description	Marks															
Report	80															
Viva-Voce	20															
Total	100															
*	Extension Activities shall be outside instruction hours.															

FIRST YEAR	CORE COURSE-I	SEMESTER-I
COURSE CODE : (CC-1)	FOUNDATION IN SOCIAL WORK	CREDITS: 4

Course Objective:

The aim of the course is to introduce students to the meaning, objectives and historical context of social work, to develop understanding of social work as a profession, to familiarise students with religious ideologies and reform movements for social change, to explore various theoretical approaches, and to understand the concept of the welfare state and social security measures

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Historical Context of Origin and Growth: Meaning and objectives of social work – related concepts – history of social work in UK, USA, and India – philosophy and principles – values and ethics.

Unit II

Social Work as a Profession: Social work education in India – professional associations – inter-relationship among social work methods and fields of social work – field work in social work – voluntary social services and professional social work. Modern Indian social thought: Vivekananda, Aurobindo, Gopal Krishna Gokhale, Gandhi, & Radhakrishnan.

Unit III

Religious Ideologies for Change: Hinduism – (Four Values) Dharma, Artha, Kama, and Moksha; Christianity – Supreme value of man, concepts of love & services; Islam – Equality and service to the poor. Reform Movements in India: Hinduism, Buddhism, Jainism, Christianity, Islam, and Sikhism; Brahma Samaj, Arya Samaj, Ramakrishna Mission and Theosophical Society – Dalit, labour and Gandhian movements. (Only the basic aspects of the reform movements must be taught.

Unit IV

Approaches: Classical approach, Neoclassical approach, Humanistic approach, Feministic approach, Behaviour approach, Task-centred approach, Person-centred approach, Radical and Eclectic approach. System theory and Role theory. (Only the special features of the theory/approaches must be taught).

Unit V

Welfare State: Concept, role of state and voluntary agencies in the field of social welfare. Social Justice, Liberty, Fraternity. Social Security measures for children, youth, women, the elderly, minorities and weaker sections.

REFERENCE

1. Zastrow, C. (2021). *Introduction to Social Work and Social Welfare: Empowering People* (13th ed.). Cengage Learning.
2. Dubois, B., & Miley, K. K. (2020). *Social Work: An Empowering Profession* (9th ed.). Pearson Education.
3. Kirst-Ashman, K. K. (2021). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives* (6th ed.). Cengage Learning.
4. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2022). *Direct Social Work Practice: Theory and Skills* (11th ed.). Cengage Learning.
5. National Association of Social Workers (NASW). (2021). *Code of Ethics of the National Association of Social Workers*.
6. Cox, D., & Pawar, M. (2022). *International Social Work: Issues, Strategies and Programs* (3rd ed.). Sage Publications.
7. Payne, M. (2021). *Modern Social Work Theory* (5th ed.). Oxford University Press.
8. Dominelli, L. (2021). *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan.
9. United Nations. (2023). *Sustainable Development Goals Report 2023*.
10. Bhattacharya, S. (2020). *Social Work: An Integrated Approach*. Deep & Deep Publications.

Course outcome: at the end of the course the students would be able to :

CO1	Understand the meaning, objectives and historical development of social work in UK, USA and India.	L1; L2
CO2	Examine social work as a profession, including education, associations, methods and fields of social work.	L2; L3
CO3	Analyse religious ideologies and reform movements that contributed to social change in India.	L3; L4
CO4	Evaluate various theoretical approaches used in social work, including classical, humanistic, feminist and eclectic approaches.	L4; L5
CO5	Apply knowledge of the welfare state, social justice and social security measures for vulnerable populations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme-specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	1	3	3	3	2	3	3
CO2	1	3	3	3	3	3	3	3	3	1
CO3	2	2	3	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3
CO5	3	3	3	2	3	3	1	3	3	3

1-Low, 2-Medium, 3-Strong

SEMESTER	COURSE CODE	TITLE OF THE COURSE	HOURS	CREDITS
I	CC-2	FIELD WORK PRACTICUM – I	4	4

INTRODUCTION:

It provides practical exposure through field visits to institutions such as hospitals, schools, NGOs, and public service offices. Students will learn about the objectives, services, and target beneficiaries of these organizations. It aims to develop professional behaviour and effective communication skills through real-world interactions. Overall, it bridges theoretical knowledge with practical experience in community service settings.

COURSE OBJECTIVES

1. To develop an understanding of the structure and functioning of governmental and non-governmental organizations.
2. To provide exposure to various service delivery systems such as NGOs, hospitals, and schools.
3. To enable students to study the objectives, services, and beneficiaries of different agencies.
4. To enhance professional behavior and communication skills through interaction with staff and clients.

THE FOLLOWING SETTINGS ARE SUGGESTED:

- Health care – Hospitals, PHC, clinics, mental health centres - 3 visits
- Education – Schools, adult education, skill training centres - 3 visits
- Special Groups – NGOs for women, children, elderly, disabled, etc. - 2 visits
- Justice & Government – Police, courts, prisons, local offices - 3 visits
- Community Services – Community projects, family centres, training centres - 2 visits

GUIDELINES FOR FIELD WORK EVALUATION

Internal Evaluation:

1. Attendance in field work	- 5
2. Regularity in submitting reports	- 15
3. Observation during visits	-15
4. Participation in discussion	-15
4. Reporting	- 20

	70

EXTERNAL EVALUATION AND VIVA

Viva Voce

1. Theoretical Knowledge	- 15 marks
2. Communication and Presentation	- 15 marks

Total	30 marks

1. At least 10 visits to the above-mentioned settings
2. Students are to be given classroom orientation regarding the agency/ setting before the field visit.
3. Students are expected to write and submit detailed reports of their observations & remarks for each visit.

COURSE OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Understand the structure, functions, and roles of various social service organizations.
2. Analyze the objectives, programmes, and services provided by different agencies.
3. Demonstrate professional behaviour in organizational settings.
4. Apply observation and interview techniques to gather information from staff and clients.

FIRST YEAR	ALLIED COURSE –1	SEMESTER-I
COURSE CODE :(AC-1)	SOCIOLOGY FOR SOCIAL WORK	CREDITS: 3

Course Objective:

The aim of the course is to introduce students to the fundamental concepts of sociology, to develop an understanding of social stratification, social institutions, social processes and social control, and to enable students to analyse social problems in India and their relevance to social work practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Guest Lectures, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Sociology: Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Sociology and its relation and difference to Social Work.

Unit II

Social Stratification: Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility.

Unit III

Social Institutions: Social Institutions – Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society.

Unit IV

Principles of Sociology: Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements.

Unit V

Social change: Definition, process, theories, agents of social change, factors of social change, westernisation; westernisation, and modernisation- social disorganisation and social deviance
Social control: kinds of social control, values, norms, folkways, mores and laws.

REFERENCE

1. Haralambos, M., & Holborn, M. (2021). *Sociology: Themes and Perspectives* (9th ed.). HarperCollins.
2. Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
3. Ritzer, G. (2021). *Introduction to Sociology* (4th ed.). Sage Publications.
4. Ahuja, R. (2020). *Indian Social System*. Rawat Publications.
5. Bhushan, V., & Sachdeva, D. R. (2021). *An Introduction to Sociology*. Kitab Mahal.
6. Rao, C. N. S. (2020). *Indian Social Problems*. S. Chand Publishing.
7. Macionis, J. (2021). *Sociology* (17th ed.). Pearson Education.
8. Bottomore, T. (2020). *Sociology: A Guide to Problems and Literature*. Routledge.
9. United Nations Development Programme (UNDP). (2022). *Human Development Report*.
10. Srinivas, M. N. (2021). *Social Change in Modern India*. Orient Blackswan.

Course outcome: at the end of the course the students would be able to :

CO1	Define and explain basic sociological concepts including society, community, socialisation and culture.	L1; L2
CO2	Analyse social stratification including caste, class, gender, sex and social mobility in Indian society.	L3; L4
CO3	Examine major social institutions including marriage, family, kinship and religion and their changing trends.	L3; L4
CO4	Evaluate principles of social control, social processes, social change and social movements.	L4; L5
CO5	Apply sociological understanding to analyse social problems in India and develop social work interventions.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme Outcomes					Programme- Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	3	2	3
CO2	2	3	3	3	1	3	3	3	3	1
CO3	2	2	3	3	3	3	1	3	3	3
CO4	3	3	3	3	2	3	3	3	3	3
CO5	1	3	3	2	3	3	2	3	1	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE –1	SEMESTER-I
COURSE CODE :(AC-1)	COMMUNICATION FOR SOCIAL WORK PRACTICE	CREDITS: 3

Course Objective:

The course aims to introduce students to the nature and purpose of communication, to develop proficiency in listening, speaking, reading and writing skills, and to equip students with communication competencies essential for effective social work practice in diverse professional settings.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Language Lab Sessions, Listening Exercises, Public Speaking Practice, Reading Comprehension Activities, Writing Workshops, Group Discussions, Role Play, Guest Lectures, etc.

COURSE CONTENT

Unit I

Introduction to Communication: Definition, Nature, Scope, Types and Forms, Purpose. Important features of Verbal and Non-Verbal Communication. Importance of LSRW skills in Communication.

Unit II

Listening Skills: Active Listening Skills. Listening in conversations/discussions – both in formal and informal settings. Listening to announcements (Public Address Systems). Listening to podcasts, audio books and audio clips. Use of Apps to enhance listening skills. Barriers to Listening.

Unit III

Speaking Skills: Importance of Phonetics in speaking – Connection between spelling and pronunciation. Speaking in formal and informal settings – Soliciting information, responding to questions/information, sharing information, expressing opinions, views and feelings in acceptable ways. Use of speech for conveying ideas while working with team members and seniors.

Unit IV

Reading Skills: Process of reading, Skimming and Scanning. Importance of Reading Comprehension. Academic Reading Skills.

Unit V

Writing Skills: Importance of Writing. Grammar in writing. Paragraph writing, Essay Writing. Writing letters, E-mails, messages, Posters in formal settings. Introduction to Academic Writing.

REFERENCE

1. Ahuja, R. (2021). *Social Problems in India* (4th ed.). Rawat Publications.
2. Madan, G. R. (2020). *Indian Social Problems* (Vol. 2). Allied Publishers.
3. Beteille, A. (2021). *Society and Politics in India*. Oxford University Press.
4. Ministry of Social Justice and Empowerment, Government of India. (2023). *Annual Report 2022–23*.
5. United Nations Development Programme (UNDP). (2023). *Human Development Report*.
6. National Crime Records Bureau. (2022). *Crime in India Report*.
7. World Bank. (2022). *Poverty and Shared Prosperity Report*.
8. Patel, V. (2021). *Mental Health and Social Inequality in India*. Oxford University Press.
9. NITI Aayog. (2023). *National Multidimensional Poverty Index Report*.
10. Desai, M., & Krishnaraj, M. (2020). *Women and Society in India*. Ajanta Publications.

Course outcome: at the end of the course the students would be able to :

CO1	Define communication and explain its nature, scope, types, forms and features of verbal and non-verbal communication.	L1; L2
CO2	Apply active listening skills effectively in formal and informal settings including conversations, announcements and digital media.	L2; L3
CO3	Demonstrate speaking skills in formal and informal settings using appropriate phonetics and communication strategies.	L3; L4
CO4	Apply reading skills including skimming, scanning and reading comprehension for academic and professional purposes.	L3; L4
CO5	Develop writing skills including paragraph writing, essay writing, formal letters, e-mails and academic writing.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	3
CO2	2	3	3	1	3	3	3	3	3	2
CO3	2	2	3	3	3	3	3	1	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	2	3	3	2

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE – II	SEMESTER-I
COURSE CODE :(AC-2)	SOCIAL PROBLEMS IN INDIA	CREDITS: 3

Course Objective:

The course aims to introduce students to the elements of society and social institutions, to develop an understanding of social stratification and its determinants, and to enable students to analyse major social problems in India, including poverty, addiction and child-related issues, along with rehabilitation and prevention measures.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brain Storming, Assignment, Seminar, Field Visits, Guest Lectures from Social Workers / Government Officials, Community Surveys, etc.

COURSE CONTENT

Unit I

Society: Definition and elements, group, community, associations, organisation and institutions. Culture: definition and role and function of culture; cultural lag; culture norms; Civilization.

Unit II

Social Stratification: Concept, determinants, caste, class, and race. Social mobility and social inequality. Family: structure and functions of family, types, family disorganisation. Marriage: meaning and types.

Unit III

Poverty: Definition, types, causes, and consequences; dependency – definition, causes; care of the dependents; relation between poverty and dependency. Beggary: definition – causes – types, ways; rehabilitation measures of the government.

Unit IV

Addiction: Alcoholism – causes/implications, prevention and prohibition, causes of success & failure of prohibition. Drug addiction – meaning, types of drugs – causes of addiction and teenagers – effects – remedial measures and de-addiction.

Unit V

Child Labour: Definition, causes, and consequences. Juvenile Delinquency: definition – causes – consequences. Street children – prevention – reformation of delinquents.

REFERENCE

1. Ahuja, R. (2021). *Social Problems in India* (4th ed.). Rawat Publications.
2. Madan, G. R. (2020). *Indian Social Problems* (Vol. 2). Allied Publishers.
3. Beteille, A. (2021). *Society and Politics in India*. Oxford University Press.
4. Ministry of Social Justice and Empowerment, Government of India. (2023). *Annual Report 2022–23*.
5. United Nations Development Programme (UNDP). (2023). *Human Development Report*.
6. National Crime Records Bureau. (2022). *Crime in India Report*.
7. World Bank. (2022). *Poverty and Shared Prosperity Report*.
8. Patel, V. (2021). *Mental Health and Social Inequality in India*. Oxford University Press.
9. NITI Aayog. (2023). *National Multidimensional Poverty Index Report*.
10. Desai, M., & Krishnaraj, M. (2020). *Women and Society in India*. Ajanta Publications.

Course outcome: at the end of the course, the students would be able to :

CO1	Define and explain the elements of society, culture, and social institutions, including marriage and family.	L1; L2
CO2	Analyse social stratification including caste, class, race, social mobility and inequality in Indian society.	L2; L3
CO3	Examine the causes, types and consequences of poverty and dependency and evaluate government rehabilitation measures.	L3; L4
CO4	Evaluate the causes, implications and remedial measures for alcoholism and drug addiction in India.	L4; L5
CO5	Apply knowledge of child labour and juvenile delinquency to formulate prevention and reformation strategies.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	3
CO2	2	3	3	3	2	3	2	3	3	1
CO3	2	2	3	3	3	3	3	1	3	3
CO4	3	3	2	3	1	3	3	3	1	3
CO5	3	3	3	2	3	3	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE – II	SEMESTER-I
COURSE CODE :(AC-2)	WELFARE OF THE VULNERABLE	CREDITS: 3

Course Objective:

This course aims to develop awareness of the socio-economic, political and cultural dimensions of vulnerability, and to build the knowledge, values and skills required for effective social work intervention with marginalized communities, including Scheduled Castes, Scheduled Tribes, Minorities, Women, Children, the Elderly, Persons with Disabilities, Poor Migrants and Transgender persons.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT Presentations, Group Discussions, Small Group Exercises, Brain Storming, Assignments, Seminars, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, and Facilitated Learning.

COURSE CONTENT

Unit I

Vulnerable Sections Vulnerable: Definition, Concept; Scheduled Castes, Schedule Tribes, Minorities, Women, Children, Elderly, Disabled, Poor migrants and Transgenders.

Unit II

Scheduled Castes, Scheduled Tribes and Minorities. Scheduled Caste: Definition, Problems of the Scheduled Castes, Programmes and Policies of Government. Scheduled Tribes: Definition, Welfare Programmes of the Government for STs; Minorities: Definition and Problems. National Commission for minorities.

Unit III

Vulnerability of Women, Children and the Elderly: Vulnerability of children in nutrition intake, access to healthcare, environment and education; Women and Health and Nutritional Issues; Problems of vulnerable groups: female infanticide - sex selective abortion - dowry death - Rape – Domestic Violence; Elderly: Definition, Vulnerability of elderly in economic dependency and health care access.

Unit IV

Differently abled, Poor Migrants, and Transgenders: Differently abled: Types, problems; Poor Migrants: Definition, Problems; Transgenders: stigma and discrimination; Role of Social Workers in the welfare of vulnerable Section.

Unit V

Important welfare schemes for Vulnerable sections: National SC/ST Hub, Ujjawal scheme for Women, National Children Fund, Pradhan Mantri Vaya Vandana Yojana, Assistance to Disabled Persons for Purchase / Fitting of Aids and Appliances (ADIP Scheme), 'Garib Kalyan Rozgar Abhiyaan', Pension Scheme for Destitute Transgender in Tamilnadu.

References:

1. Ahuja, Ram (2006). Criminology. New Delhi: Rawat Publications.
2. Bhushan, Vidya & Sachdeva, D.R. (1995). An Introduction to Sociology. Allahabad: Kitab Mahal.
3. Desai, A.R. (1995). Rural Sociology in India. Bombay: ISAE.
4. Ganguly, S. (2008). Social Work with Vulnerable Populations. New Delhi: Rawat Publications.
5. Government of India. Ministry of Social Justice and Empowerment. Annual Reports (Recent Editions).
6. Gupta, D. (1991). Social Stratification. New Delhi: Oxford University Press.
7. IGSSS (2013). Understanding Vulnerable Groups: A Rights-Based Approach. New Delhi: Indo-Global Social Service Society.
8. Jha, Jainendra Kumar (2002). Practice of Social Work. New Delhi: Anmol Publications.
9. Kahn, J.S. (2001). Modernity and Exclusion. London: Sage.
11. Kirsch, M. (2006). Inclusion and Exclusion in the Global Arena. New York: Routledge.
12. Mahadevan, U., Rozario, Gireesan, & Rambabu (2015). Youth Development: Emerging Perspectives. New Delhi: Shipra Publications.
13. NITI Aayog (2020). Policy Framework for Internal Migration in India. New Delhi: Government of India.

14. NHRC (2004). A Report on the Prevention of Atrocities Against Scheduled Castes. New Delhi: NHRC.
15. Thorat, S.K. (2009). Dalits in India – Search for Common Destiny. New Delhi: Sage Publication.
16. Singh, R.R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.
17. Srivastava, P.S. and Surendra Singh (Editors). Encyclopaedia of Social Work in India. New Royal Book Company, Lucknow.
18. Stanley, Selwyn (2004). Social Problems: Issues and Interventions. Allied Publishers.
19. UNDP (2020). Human Development Report 2020. New York: UNDP.
20. Xaxa, V. (2008). State, Society and Tribes: Issues in Post-Colonial India. New Delhi: Pearson Education.
21. Young, I.M. (2000). Five Faces of Oppression. In M. Adams (Ed.), Readings for Diversity and Social Justice. New York: Routledge.

Course outcome: at the end of the course, the students will be able to:

CO1	Define and explain the concept of vulnerability and identify the major vulnerable sections in Indian society, including SC, ST, Minorities, Women, Children, Elderly, Differently Abled, Poor Migrants and Transgenders.	L1; L2
CO2	Understand the specific problems, socio-economic conditions and constitutional/legal provisions related to the Scheduled Castes, Scheduled Tribes and Minorities.	L2; L4
CO3	Analyse the vulnerability of women, children, and the Elderly in terms of health, nutrition, education, economic dependency and social issues such as female infanticide, dowry death, domestic violence and elder abuse.	L3; L4
CO4	Examine the nature of challenges faced by Differently Abled persons, Poor Migrants and Transgender persons.	L3; L4; L5
CO5	Identify and evaluate major central and state government welfare schemes for vulnerable sections, such as the National SC/ST Hub, Ujjawal Scheme, Pradhan Mantri Vaya Vandana Yojana, ADIP Scheme, Garib Kalyan Rozgar Abhiyaan and the Pension Scheme for Destitute Transgenders in Tamil Nadu.	L2; L5

L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create

Mapping with Programme Outcomes										
COs	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	3	2	3	2	3	3
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1 - Low , 2 - Medium , 3 - Strong

FIRST YEAR	INTERDISCIPLINARY COURSE-I	SEMESTER-I
COURSE CODE : (IDC-1)	HUMAN RIGHTS	CREDITS: 2

Course Objective:

The course aims to introduce students to the meaning, kinds and theories of human rights, to develop an understanding of the Universal Declaration of Human Rights, to examine the constitutional guarantees for human rights in India, to analyse violations of human rights, and to familiarise students with agencies working for human rights protection.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Guest Lectures from Human Rights Activists / Legal Practitioners, Moot Human Rights Hearings, etc.

COURSE CONTENT

Unit I

Human Rights: Meaning of Human Rights – Kinds of Human Rights – Theories of Human Rights – Human Rights in Ancient Thoughts. The Concept of Human Rights – The concept of Liberty and Equality – Promotion and Protection of Human Rights by the United Nations. History and Development of Human Rights Concepts.

Unit II

Universal Declaration of Human Rights: The Universal Declaration of Human Rights – Preparation – Preamble and Enumeration of Rights in the Declaration – India and the Universal Declaration.

Unit III

Constitution: Indian Constitutional Guarantee of Human Rights – Preamble, Fundamental Rights – Fundamental Duties – Directive Principles of State Policy – Recent Amendments of Indian Constitution.

Unit IV

Violation: Violation of Human Rights – Women – Children – Workers – Prisoners – Scheduled Caste and Tribes.

Unit V

Agencies Working for Human Rights: Human Rights and Voluntary Organization at International, National and State Level – Human Rights Commissions in India – National Human Rights Commission – Its Constitution – Power and Functions – Human Rights Court in Districts.

REFERENCE

1. United Nations. (2023). *Universal Declaration of Human Rights and Contemporary Challenges Report*.
2. Basu, D. D. (2021). *Human Rights in Constitutional Law*. Lexis Nexis.
3. Amnesty International. (2022). *State of the World's Human Rights Report*.
4. Government of India, National Human Rights Commission. (2023). *NHRC Annual Report*.
5. Bajpai, A. (2021). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
6. OHCHR. (2022). *Human Rights Report 2022*. United Nations Human Rights Office.
7. Iyer, V. R. K. (2020). *Human Rights and Inhuman Wrongs*. Eastern Book Company.
8. UN Women. (2023). *Gender Equality and Human Rights Report*.
9. Ministry of Law and Justice, Government of India. (2022). *Constitutional Rights and Duties Handbook*.
10. Donnelly, J. (2021). *Universal Human Rights in Theory and Practice* (3rd ed.). Cornell University Press.

11. Course outcome: at the end of the course, the students would be able to :

CO1	Define human rights, explain its kinds, theories and historical development and link to concepts of liberty and equality.	L1; L2
CO2	Understand the Universal Declaration of Human Rights including its preamble and enumeration of rights.	L2; L3
CO3	Examine the Indian Constitutional guarantee of human rights including Fundamental Rights and Directive Principles.	L3; L4
CO4	Analyse violations of human rights experienced by women, children, workers, prisoners and marginalized groups.	L4; L5
CO5	Evaluate the structure, power and functions of national and international human rights agencies and commissions.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme-specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	1	3	3	2
CO2	2	3	3	3	1	2	3	3	1	3
CO3	2	2	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	2	3	3
CO5	3	3	3	2	3	1	3	3	3	1

1-Low, 2-Medium, 3-Strong

FIRST YEAR	INTERDISCIPLINARY COURSE – I	SEMESTER-I
COURSE CODE : (IDC-I)	LIFE SKILLS EDUCATION	CREDITS: 2

Course Objective:

The course aims to enable students to develop self-awareness and self-motivation, to enhance communication and interpersonal skills, to develop skills in public speaking and presentation, to build assertiveness, emotional intelligence and conflict resolution abilities, and to foster positive attitudes, teamwork and leadership qualities.

Pedagogical Methods Adopted:

Lectures, PPT, Role Play, Group Discussion, Brainstorming, Presentation Practice, Simulated Learning, Reflective Exercises, Guest Lectures, Peer Group Learning, Experiential Learning, etc.

COURSE CONTENT

UNIT I

Introduction to Life Skills: Definition, Need and Significance, Evolution and Development of the concept of Life Skill Education, Contributions of various International organisations to Life Skill Education, Classification of Life Skills: Generic, Problem-specific & Area Specific Skills.

UNIT II

Life Skills for Adolescents and Youth: Critical Thinking, Analytical Thinking, Strategies to enhance critical Thinking, Creative Thinking: Out –of the Box thinking, Stages of creative Thinking, Factors Hindering creative thinking, Characteristics of creative thinkers. Decision Making: Definition, Informed Decision Making, Consequences of Decision Making & Models of Decision Making.

UNIT III

Problem-Solving Skill: Definition, Steps in Problem Solving. Effective Communication: Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Interpersonal Relationship: Definition, Skills for Listening and Understanding, Skills for choosing and starting relationship, Factors affecting a relationship, Thinking Skills.

UNIT IV

Coping with stress: Definition, Types, Sources of Stress, Strategies to manage Stress Coping with emotions: Basic emotions, Models of Emotions, Leadership Skills, Skill of goal Setting: Types, Steps, Personal Vision & goal

UNIT V

Self-Awareness: Definition, Importance, Dimensions, Components, Empathy: Sympathy, Empathy & Altruism, Skill of time management techniques. Application of life Skills in day-to-day life.

REFERENCE

1. World Health Organization. (2021). *Life Skills Education and Psychosocial Competence Report*.
2. UNICEF. (2022). *Global Framework on Life Skills Education*.
3. UNESCO. (2021). *Reimagining Life Skills and Citizenship Education*. Paris: UNESCO.
4. NCERT. (2021). *Life Skills Education Manual for Schools and Colleges*. New Delhi: NCERT.
5. Botvin, G. J., & Griffin, K. W. (2021). *Life Skills Training: Preventive Interventions for Youth*. Springer.
6. Bharath, S., Kumar, K. V., & Kumar, S. (2020). *Life Skills Education for Mental Health Promotion*. NIMHANS Publication.
7. Singh, A., & Sharma, R. (2020). *Life Skills Education: Concepts and Practices*. Sage Publications.
8. Government of India, Ministry of Education. (2023). *School Health and Wellness Programme Report*.
9. WHO & UNICEF. (2023). *Adolescent Health, Wellbeing and Life Skills Development Report*.
10. Reddy, N. (2021). *Life Skills and Adolescent Development*. APH Publishing.

Course outcome: at the end of the course the students would be able to :

CO1	Analyse self through SWOT analysis, Johari window and develop self-motivation and goal-setting skills.	L1; L2
CO2	Apply features of effective communication including verbal, non-verbal communication and active listening.	L2; L3
CO3	Demonstrate public speaking, group discussion and presentation skills in academic and professional settings.	L3; L4
CO4	Build interpersonal relations through assertiveness, confidence, emotional intelligence and conflict resolution skills.	L3; L4
CO5	Develop positive attitude, teamwork skills, rational decision-making ability and professional writing competencies.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	1	3	3	3	1	3
CO2	2	3	3	3	3	3	3	3	3	2
CO3	2	2	3	3	3	3	1	3	3	3
CO4	3	3	3	3	3	3	3	1	3	3
CO5	3	3	3	2	3	2	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-I	SEMESTER-II
COURSE CODE : (CC-3)	DIRECT METHODS IN SOCIAL WORK	CREDITS: 4

Course Objective:

The aim of the course is to introduce students to the concept and scope of direct methods in social work, to develop skills in social case work, group work and community organisation, to enable students to apply integrated direct practice approaches, and to equip students with competencies for working with vulnerable and marginalized populations.

Pedagogical Methods Adopted:

Lectures, Role Play, Simulated Practice Sessions, Case Studies, PPT, Group Work Exercises, Brainstorming, Assignment, Seminar, Field Visits, Guest Lectures from Social Work Practitioners, Documentation Review, etc.

COURSE CONTENT

Unit I

Foundations of Direct Social Work Practice: Concept and scope of direct methods in Social Work. Philosophy, values, and principles of direct practice. Historical development of case work, group work, and community work. Relationship between direct and indirect methods. Role and competencies of a professional social worker.

Unit II

Social Case Work (Individual-Based Practice): Definition, objectives, and components of social case work. Principles (individualization, acceptance, self-determination, confidentiality). Case work process: Intake, Study, Assessment/Diagnosis, Intervention/Treatment, Evaluation and termination. Techniques: interviewing, home visits, counselling, recording. Application in settings (medical, psychiatric, school, correctional).

Unit III

Social Group Work: Concept, purpose, and characteristics of group work. Types of groups (task groups, treatment groups, self-help groups). Group formation and stages of group development. Role of the group worker. Group dynamics and leadership. Techniques: programme planning, facilitation, conflict resolution. Skills in handling diverse and marginalized groups.

Unit IV

Community Organisation (as Direct Engagement): Concept, principles, and objectives of community organisation. Models: locality development, social planning, social action. Community mobilization and participation. Role of community-based organisations (CBOs) and NGOs. Techniques: PRA (Participatory Rural Appraisal), awareness campaigns. Leadership development and capacity building.

Unit V

Integrated Direct Practice and Contemporary Issues: Integrated approach: case work, group work, and community work linkage. Use of counselling and therapeutic communication. Ethical issues in direct practice. Working with vulnerable populations (children, women, elderly, marginalized communities). Use of technology in direct social work practice. Monitoring, evaluation, and documentation in direct methods.

REFERENCE

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2022). *Direct Social Work Practice: Theory and Skills* (11th ed.). Cengage Learning.
2. Shulman, L. (2021). *The Skills of Helping Individuals, Families, Groups, and Communities* (9th ed.). Cengage Learning.
3. Trevithick, P. (2021). *Social Work Skills and Knowledge: A Practice Handbook* (4th ed.). Open University Press.
4. Cournoyer, B. (2021). *The Social Work Skills Workbook* (9th ed.). Cengage Learning.

5. Turner, F. J. (2020). *Social Work Treatment: Interlocking Theoretical Approaches* (6th ed.). Oxford University Press.
6. Walsh, J. (2021). *Theories for Direct Social Work Practice* (4th ed.). Cengage Learning.
7. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
8. National Association of Social Workers (NASW). (2021). *Standards for Social Work Practice*.
9. Dominelli, L. (2021). *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan.
10. Payne, M. (2021). *Modern Social Work Theory* (5th ed.). Oxford University Press.

Course outcome: at the end of the course the students would be able to :

CO1	Understand the concept, scope, philosophy and historical development of direct methods in social work.	L1; L2
CO2	Apply social case work principles, process and techniques in diverse practice settings.	L2; L3
CO3	Facilitate social group work including group formation, group dynamics, programme planning and conflict resolution.	L3; L4
CO4	Apply community organisation models, mobilisation strategies and capacity building techniques.	L3; L4
CO5	Demonstrate integrated direct practice skills including counselling, ethical practice and use of technology in social work.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SEMESTER	COURSE CODE	TITLE OF THE COURSE	HOURS	CREDITS
II	CC-4	FIELD WORK PRACTICUM – II	4	4

INTRODUCTION:

A rural camp is an important component of social work education that provides students with direct exposure to village life and community dynamics. It helps students understand the culture, traditions, and social structure of rural communities while identifying their problems and available resources. Through active participation, students develop skills in community organization, leadership, and teamwork. The camp also encourages interaction with local people, promoting community participation and collective action. Overall, it enables students to apply classroom knowledge in real-life rural settings and gain practical learning experience.

Objectives of Rural Camp

- Understand rural life, culture, and social structure
- Identify rural problems and local resources
- Develop skills in Community Organization
- Promote community participation and leadership
- Apply classroom knowledge in real-life rural settings

Duration

- Typically 7 to 10 days (residential camp)

Selection of Village

Criteria:

- Rural/underdeveloped area
- Presence of social issues (health, education, sanitation, etc.)
- Accessibility and safety
- Permission from local authorities (Panchayat)

Pre-Camp Preparation

1. Orientation

- Briefing about village profile
- Understanding rural culture and ethics
- Introduction to PRA techniques (Participatory Rural Appraisal)

2. Planning

- Formation of student groups
- Assign roles (leader, recorder, coordinator)
- Preparation of tools (questionnaires, survey formats)

Camp Activities

1. Community Study & Survey

- Household survey
- Village mapping (social, resource, and infrastructure)
- **Identification of key issues:**
 - Poverty
 - Unemployment
 - Health problems
 - Illiteracy

2. Community Organization Activities

- Conduct Gram Sabha/meetings
- Awareness programs:
 - Health & hygiene
 - Education
 - Women empowerment
- Mobilizing local participation

3. Group Work

- **Work with:**
 - Children (games, education support)
 - Women (self-help groups awareness)
 - Youth (leadership, career guidance)

4. Health & Welfare Activities

- Organize health camps
- Sanitation drives (cleaning village areas)
- Nutrition awareness programs

5. Development Activities

- Tree plantation
- Clean drinking water awareness
- Environmental protection activities

6. Cultural Programs

- Street plays (social issues)
- Folk songs/dance
- Awareness through drama

Daily Schedule (Sample)

- Morning: Field visits/survey
- Afternoon: Group activities & meetings
- Evening: Cultural programs/awareness campaigns
- Night: Review & planning for next day

Documentation

Students must maintain:

- Daily diary (activities & reflections)
- Village profile report
- Survey report
- Group activity reports
- Final rural camp report

Supervision

- Faculty supervisor (college)
- Local agency/community leaders

Evaluation

Based on:

- Participation and teamwork
- Leadership skills
- Communication ability
- Quality of reports
- Community involvement
- Viva voce

COURSE OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Better understanding of rural society
2. Improved communication skills
3. Teamwork and leadership ability
4. Awareness about social issues
5. Ability to organize community programs

GUIDELINES FOR FIELD WORK EVALUATION

Internal Evaluation:

- | | |
|---|------|
| 1. Attendance in field work | - 5 |
| 2. Regularity in submitting reports | - 15 |
| 3. Participation and involvement in Rural Camp activities | -15 |
| 4. Participation in discussion | -15 |
| 4. Reporting | - 20 |

70

EXTERNAL EVALUATION AND VIVA

Viva Voce

- | | |
|-----------------------------------|------------|
| 1. Theoretical Knowledge | - 15 marks |
| 2. Communication and Presentation | - 15 marks |

Total

30 marks

FIRST YEAR	ALLIED COURSE – III	SEMESTER-II
COURSE CODE :(AC-3)	HUMAN GROWTH AND DEVELOPMENT	CREDITS: 3

Course Objective:

The aim of the course is to introduce students to the meaning and fields of psychology and their relevance to social work, to develop an understanding of human development across the life span, to examine developmental characteristics of infancy, childhood, adolescence, adulthood and old age, and to equip students with psychological knowledge for effective social work practice.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brainstorming, Assignment, Seminar, Developmental Assessment Exercises, Guest Lectures from Psychologists / Social Workers, Observational Studies, etc.

COURSE CONTENT

Unit I

Introduction to Psychology: Psychology – meaning and definition. Fields of psychology. Relevance of psychology in social work. Human Development – meaning, characteristics, and principles. Concepts of human development: growth and development, maturation, and Learning – its impact on human development.

Unit II

Life Span: Characteristics and stages. Prenatal period – conception, stages, characteristics, and hazards. Types of delivery.

Unit III

Infancy and Childhood: Developmental task, characteristics, and hazards of infancy, babyhood, early and late childhood. Jean Piaget's theory of cognitive development

Unit IV

Puberty and Adolescence: Physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Erikson theory of psychosocial development. Role of Social worker in Schools and colleges.

Unit V

Adulthood, Middle Age, and Old Age: Developmental task, characteristics, adjustments – vocational and marital, and hazards. Role of a social worker in family counseling.

REFERENCE

1. Santrock, J. W. (2021). *Life-Span Development* (18th ed.). McGraw Hill.
2. Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). McGraw Hill.
3. Zastrow, C., & Kirst-Ashman, K. (2021). *Understanding Human Behavior and the Social Environment* (11th ed.). Cengage Learning.
4. Papalia, D. E., & Martorell, G. (2021). *Experience Human Development* (15th ed.). McGraw Hill.
5. Baron, R. A., & Branscombe, N. R. (2020). *Social Psychology* (15th ed.). Pearson Education.
6. Myers, D. G., & DeWall, C. N. (2021). *Psychology* (14th ed.). Worth Publishers.
7. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
8. American Psychological Association. (2022). *Publication Manual of the American Psychological Association* (7th ed.). APA.
9. National Institute of Mental Health and Neuro Sciences (NIMHANS). (2023). *Mental Health and Psychosocial Care Guidelines*.
10. Bee, H., & Boyd, D. (2020). *Lifespan Development* (8th ed.). Pearson Education.

Course outcome: at the end of the course the students would be able to :

CO1	Define psychology, explain its fields and understand the relevance of psychology in social work practice.	L1; L2
CO2	Analyse human development across the life span including prenatal period, types of delivery and developmental principles.	L2; L3
CO3	Examine developmental tasks, characteristics and hazards of infancy and childhood including Piaget's cognitive theory.	L3; L4
CO4	Evaluate physical, psychological and social changes of puberty and adolescence and understand Erikson's psychosocial theory.	L4; L5
CO5	Apply psychological understanding of adulthood, middle age and old age to family counselling and social work practice.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	3	2	3
CO2	2	3	3	3	3	1	3	3	3	3
CO3	2	2	3	3	3	3	3	2	3	3
CO4	3	3	2	3	3	3	3	3	3	1
CO5	3	3	3	2	3	3	2	3	3	1

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE – III	SEMESTER-II
COURSE CODE :(AC-3)	SOCIAL ENTREPRENEURSHIP	CREDITS: 3

Course Objective:

The course aims to introduce students to the concepts of entrepreneurship and social entrepreneurship, to develop an understanding of social entrepreneurship and social enterprises, to examine the social entrepreneurship process and its frameworks, to explore social entrepreneurship in practice through case studies, and to foster ethical entrepreneurship and awareness of challenges in social entrepreneurship.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brainstorming, Assignment, Seminar, Guest Lectures from Social Entrepreneurs, Social Enterprise Visits, Idea Generation Workshops, Business Plan Exercises, etc.

COURSE CONTENT

Unit I

Entrepreneur and Entrepreneurship: Meaning, definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social entrepreneur, Serial entrepreneur, Lifestyle entrepreneur. Types of Entrepreneurship: creative entrepreneurship, inclusive entrepreneurship, and knowledge entrepreneurship. Entrepreneurial characteristics: Inspiration, creativity, direct action, courage and fortitude. Characteristics of an entrepreneur: innovative, introduces new technologies, a catalyst, creative, generating opportunities for profit or reward. Entrepreneurship development in India. Scope of entrepreneur development. Concepts of Value Creation.

Unit II

Social Entrepreneur, Social Entrepreneurship and Social Enterprises: Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneurship – explicitly formulated mission to create and sustain social value, high degree of economic risk and autonomy, pursuit of new opportunities, quest for sustainable models, ongoing engagement in innovation, adaptation and learning, participatory and collaborative nature involving various stakeholders, limited distribution of profit. Characteristics of Social

Entrepreneur – social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business and Social Entrepreneurship. Social Entrepreneurship in developing countries and in India.

Unit III

The Social Entrepreneurship Process: The Timmons Model of the Entrepreneurship Process. The PCDO (People, Context, Deal, and Opportunity) Framework. The Case Model. The Social Entrepreneurship Framework. Sources of Social Entrepreneurship – Public Sector, Private Sector, Voluntary Sector. Qualities and Skills of Social Entrepreneur: entrepreneurial, innovative, transformatory, leadership, storytelling, people, visionary opportunities, alliance building, accountability.

Unit IV

Social Entrepreneurship in Practice: Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women's Association (SEWA), Aravind Eye Hospital, Barefoot College, Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavour (TIDE). Boundaries of Social Entrepreneurship – Social service provision, Social activism.

Unit V

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

REFERENCE

1. Bornstein, D., & Davis, S. (2020). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
2. Nicholls, A. (2021). *Social Entrepreneurship and Social Innovation*. Oxford University Press.
3. Yunus, M. (2020). *A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions*. PublicAffairs.

4. Dees, J. G. (2021). *The Meaning of Social Entrepreneurship*. Duke University Press.
5. Light, P. C. (2020). *Driving Social Change: How to Solve the World's Toughest Problems*. Wiley.
6. United Nations Development Programme (UNDP). (2022). *Social Innovation and Sustainable Development Report*.
7. Government of India, NITI Aayog. (2023). *Social Entrepreneurship and Innovation Report*.
8. Martin, R. L., & Osberg, S. (2021). *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.
9. Seelos, C., & Mair, J. (2021). *Innovation and Scaling for Impact*. Stanford University Press.
10. Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2020). *A Typology of Social Entrepreneurs*. Journal of Business Venturing.

Course outcome: at the end of the course the students would be able to :

CO1	Define entrepreneur and entrepreneurship and explain types, characteristics and development of entrepreneurship in India.	L1; L2
CO2	Distinguish between business and social entrepreneurship and analyse characteristics of social enterprises.	L2; L3
CO3	Examine the social entrepreneurship process using Timmons Model, PCDO framework and other analytical tools.	L3; L4
CO4	Evaluate real-world examples of social entrepreneurship including BRAC, Grameen Bank, SEWA and Aravind Eye Hospital.	L4; L5
CO5	Apply knowledge of ethical entrepreneurship and identify challenges faced by social entrepreneurs.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE – IV	SEMESTER-II
COURSE CODE :(AC-4)	BASICS OF ECONOMICS AND POLITICAL SYSTEM	CREDITS: 3

Course Objective:

The aim of the course is to introduce students to the basic concepts of economics and types of economic systems, to develop understanding of microeconomics and macroeconomics, to familiarise students with indicators of economic development, to examine the Indian political system and constitutional framework, and to understand the relevance of economics and political science in social work practice.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brain Storming, Assignment, Seminar, Budget Analysis Exercises, Guest Lectures from Economists / Political Scientists, Policy Analysis Activities, etc.

COURSE CONTENT

Unit I

Basic Concepts of Economics: Definition of Economics. Types of Economic Systems – Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development. Five Year Planning in India. Union and State Budgets of India.

Unit II

Economic System: Meaning, Types of economy and its differences. Definition, Features, Merits, and Demerits of Capitalism, Socialism, and Mixed Economy. Salient features of the Public Sector and Private Sector.

Unit III

Concept of Economic Development: Definition, objectives, characteristics and impact of Liberalization, Privatization and Globalization. Gross Domestic Product, Roles and Functions– Reserve Bank of India (RBI), World Bank, International Monetary Fund.

Unit IV

Political System: Concept, Types, Elements, Concept of State, Democracy, Power, Government Authority, Liberty, Justice, Equality. Indian Constitution– The preamble, parts and schedule, Directive principles of state policy, Fundamental Rights & Fundamental Duties. Polity and Governance: The democratic ideology and process, Impact of polity on social system

Unit V

Structure, Power and Functions: Union and State Executives – President, Vice-President, Prime Minister, Council of Ministers, Governor, Chief Minister and State Council of Ministers. Judiciary – Supreme Court and State High Courts. Relevance of Political Science in Social Work Practice.

REFERENCE

1. Dutt, R., & Sundaram, K. P. M. (2021). *Indian Economy*. S. Chand Publishing.
2. Kapila, U. (Ed.). (2023). *Indian Economy: Performance and Policies*. Academic Foundation.
3. Mishra, S. K., & Puri, V. K. (2021). *Indian Economy*. Himalaya Publishing House.
4. Basu, D. D. (2021). *Introduction to the Constitution of India*. Lexis Nexis.
5. Laxmikanth, M. (2023). *Indian Polity* (7th ed.). McGraw Hill.
6. United Nations Development Programme (UNDP). (2023). *Human Development Report*.
7. World Bank. (2022). *World Development Report*.
8. International Monetary Fund (IMF). (2023). *World Economic Outlook Report*.
9. Reserve Bank of India. (2023). *Annual Report of RBI*.
10. NITI Aayog. (2023). *National Multidimensional Poverty Index Report*.

Course outcome: at the end of the course the students would be able to :

CO1	Define economics, explain types of economic systems and understand Five-Year Planning and budgets in India.	L1; L2
CO2	Analyse microeconomic and macroeconomic concepts including demand, supply, GDP, inflation and balance of payments.	L2; L3
CO3	Examine indicators of economic development, including HDI, GII, MPI and analyse challenges in Indian sectors.	L3; L4
CO4	Evaluate the Indian Constitutional framework, including Fundamental Rights, Directive Principles and the structure of Parliament.	L4; L5
CO5	Apply knowledge of political institutions, including the Union and State Executives, the Judiciary and the relevance of political science in social work.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	1	3	3	3	2	3	1
CO2	2	3	2	3	1	3	3	3	3	3
CO3	2	2	3	1	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	1	3	3
CO5	3	3	3	2	3	3	1	3	3	2

1-Low, 2-Medium, 3-Strong

FIRST YEAR	ALLIED COURSE – IV	SEMESTER-II
COURSE CODE : (AC-4)	SCHOOL SOCIAL WORK	CREDITS: 3

Course Objective:

The course aims to introduce students to the concept, scope and historical development of school social work, to develop an understanding of child development and school environment, to enable students to apply direct methods and interventions in school settings, to address school social work practice areas, and to familiarise students with relevant policies, programmes and professional issues.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brain Storming, Assignment, Seminar, School Field Visits, Guest Lectures from School Social Workers / Counsellors / Teachers, Role Play, Simulated Practice, etc.

COURSE CONTENT

Unit I

Foundations of School Social Work: Concept, definition, and scope of school social work. Historical development (India and global context). Objectives and functions in educational settings. Relationship between education and Social Work. Role and competencies of school social workers. Interdisciplinary collaboration (teachers, psychologists, parents).

Unit II

Child Development and School Environment: Theories of child growth and development (cognitive, emotional, social). School as a social system. Understanding student behaviour in classroom settings. Learning difficulties and developmental disorders. Impact of family, peer group, and socio-economic background. Inclusive education and child rights. Problems of school children- bullying , truancy, addiction.

Unit III

Methods and Interventions in School Social Work: Application of direct methods – Case work (individual students), Group work (peer groups, life skills education). Counselling techniques in schools. Crisis intervention (bullying, abuse, trauma, substance use). Behaviour modification and remedial strategies. Preventive and developmental programmes (life skills, mental health awareness).

Unit IV

School Social Work Practice Areas: Addressing issues – school dropout and absenteeism, child abuse and neglect, substance abuse among adolescents, mental health issues (anxiety, depression). Working with special groups – children with disabilities, marginalized and at-risk children. Parent-teacher collaboration and family intervention. School-community linkage programmes.

Unit V

Policies, Programmes, and Professional Issues: Educational and child welfare policies – Right of Children to Free and Compulsory Education Act. Government schemes related to school children. Role of agencies and NGOs in school settings. Ethics in school social work practice. Documentation, reporting, and evaluation. Emerging trends: digital learning, school mental health services.

REFERENCE

1. Allen-Meares, P. (2020). *Social Work Services in Schools* (8th ed.). Pearson Education.
2. Kelly, M. S., Raines, J. C., Stone, S., & Frey, A. (2021). *School Social Work: An Evidence-Informed Framework for Practice*. Oxford University Press.
3. Constable, R., McDonald, S., & Flynn, J. P. (2021). *School Social Work: Practice, Policy, and Research*. Lyceum Books.
4. National Association of Social Workers (NASW). (2021). *Standards for School Social Work Services*.

5. UNICEF. (2022). *Child-Friendly Schools and Inclusive Education Report*.
6. Government of India, Ministry of Education. (2023). *National Education Policy Implementation Report*.
7. Frey, A. J., Alvarez, M. E., Sabatino, C. A., Lindsey, B. C., & Dupper, D. R. (2021). *The School Services Sourcebook*. Oxford University Press.
8. Franklin, C., Kim, J. S., & Tripodi, S. J. (2020). *A Solution-Focused Approach in School Social Work Practice*. Oxford University Press.
9. WHO. (2022). *School Mental Health and Psychosocial Support Guidelines*.
10. Openshaw, L. (2021). *Social Work in Schools: Principles and Practice*. Guilford Press.

Course outcome: at the end of the course the students would be able to :

CO1	Define school social work, understand its scope, historical development and role of school social workers.	L1; L2
CO2	Analyse theories of child development and understand student behaviour, learning difficulties and inclusive education.	L2; L3
CO3	Apply direct methods including case work, group work, counseling and crisis intervention in school settings.	L3; L4
CO4	Address school social work practice issues including dropout, child abuse, mental health and working with special groups.	L3; L4
CO5	Evaluate educational policies, government schemes, ethics in school social work and emerging trends in digital learning.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	1	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	SKILL ENHANCEMENT COURSE-I	SEMESTER- II
COURSE CODE : SEC-1	DIGITAL LITERACY AND ICT IN SOCIAL WORK	CREDITS: 2

Course Objective:

The course aims to introduce students to the concepts, objectives and history of Digital Literacy. To develop students' ICT skills. To explore various theoretical approaches and applications that are useful for the Professional Social work practice. It aims to equip students with digital competencies in the field of documentation and reporting. The course also provides knowledge on the ethical use of technology.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Fundamentals of Digital Literacy: origin, definitions, meaning, and importance of digital literacy, Introduction to the process and implementation of ITC, digital divide, and focus on Urban and Rural Social inequality. Digital literacy in the field of social development.

Unit II

Digital Communication in Social Work: Introduction to internet browsers, search engines, email, social media platforms in Social work, online communication, and digital documentation.

Unit III

Application of ITC in Social Work Practice: Practising ITC tools and techniques in Case work, Group work, community organisation, NGO management, use of ICT for advocacy, awareness campaigns, and community mobilization, use of mobile apps in fieldwork.

Unit IV

Digital Ethics and Cyber Security: Ethical Practices and issues: privacy, confidentiality, informed consent, boundaries in digital practice in social Work, safe internet access and practice, Rights and Responsibilities of Digital users,

Unit V

Use of ITC in Research and Documentation: ICT tools in social work research, online data collection platforms, Google Forms, surveys, digital report writing and presentation.

REFERENCE:

1. Peláez, A. L., & Kirwan, G. (Eds.). (2023). *The Routledge international handbook of digital social work*. Taylor & Francis.
2. ACHIEVINGASOCIALWORKD, E. Digital literacies for social work education and practice. *Social Work in a Digital Society*, 116.
3. Sanders, C. K., & Scanlon, E. (2021). The digital divide is a human rights issue: Advancing social inclusion through social work advocacy. *Journal of human rights and social work*, 6(2), 130-143.
4. Rantala, L., & Suoranta, J. (2008). Digital Literacy. *Digital literacies: Concepts, policies and practices*, 30, 91.
5. Thompson, K. M., Jaeger, P. T., Taylor, N. G., Subramaniam, M., & Bertot, J. C. (2014). *Digital literacy and digital inclusion: Information policy and the public library*. Bloomsbury Publishing USA.
6. Rivoltella, P. C. (Ed.). (2008). *Digital literacy: Tools and methodologies for information society: Tools and methodologies for information society*. Igi Global.
7. Steiner, O. (2021). Social work in the digital era: Theoretical, ethical and practical considerations. *The British Journal of Social Work*, 51(8), 3358-3374.
8. Young, J. A., McLeod, D. A., & Brady, S. R. (2018). The ethics challenge: 21st century social work education, social media, and digital literacies. *The Journal of Social Work Values and Ethics*, 15(1), 13-22.
9. Hill, A., & Shaw, I. (2011). Social work and ICT.
10. Watling, S., & Rogers, J. (2012). Social work in a digital society.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the meaning, objectives and historical development Digital Literacy	L1; L2
CO2	Examine theoretical approaches and applications that are useful for the Professional Social work practice	L2; L3
CO3	Analyse digital competencies in the field of documentation and reporting. communication, documentation, and service delivery in social work settings.	L3; L4
CO4	Analyse the impact of digital technologies on individuals, communities, and social service systems, including issues of digital divide and accessibility.	L4; L5
CO5	Evaluate ethical, legal, and professional issues related to ICT use such as privacy, confidentiality, and digital rights in social work.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	2	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	2	3	3	3	3	3	2
CO5	3	3	3	2	3	1	3	3	2	1

1-Low, 2-Medium, 3-Strong

FIRST YEAR	SKILL ENHANCEMENT COURSE-I	SEMESTER- II
COURSE CODE : SEC-1	CRISIS INTERVENTION SKILLS	CREDITS: 2

Course Objective:

The course aims to equip students with a foundational understanding and the practical skills required to manage and intervene at times of crisis. The course intends to equip students with crisis assessment, communication, problem-solving, and intervention skills required for effective social work practice. It aims to familiarize students with various crisis intervention models, trauma-informed approaches, and psychosocial support strategies.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Field Exposure, case studies and role play.

COURSE CONTENT

Unit I

Introduction to Crisis: the Meaning, definition, and types and characteristics of crisis, developmental, situational, and environmental crisis, phase and stages of Crisis.

Unit II

Theories and Models of Crisis Intervention: Caplan and Lindemann's theory, Roberts' Seven-Stage Crisis Intervention Model, Crisis First Aid, Psychological First Aid (PFA)

Unit III

Crisis Assessment: process, risk assessments, Crisis assessment process, Mental health issues, examining mental health conditions, risk factors of suicide, homicide, violence, identifying vulnerable victims in the crisis.

Unit IV

Crisis Intervention Techniques: Problem-solving techniques, coping mechanisms, crisis intervention skills, counselling skills, de-escalation techniques, networking and referral strategies. Ethical principles in crisis intervention, Role of the social worker in crisis settings

Unit V

Crisis Circumstances in Social Work Practice: suicidal tendency, self-harm, substance abuse, Mental health crisis, crisis at school and workplace, natural disaster, and trauma intervention. , School and workplace violence.

REFERENCE

1. Kanel, K. (2007). *A guide to crisis intervention*. Belmont, CA: Thomson Brooks/Cole. Roberts, A. R. – *Crisis Intervention Handbook*
2. James, R. K., Whisenhunt, J. L., & Myer, R. A. (2025). *Crisis intervention strategies* (p. 672). Cengage. Caplan, G. – *Principles of Preventive Psychiatry*
3. O'Hagan, K. (1991). Crisis intervention in social work. *J. Lishman, Handbook of Theory for Practice Teachers in Social Work*, 18, 138-156. Yeager, K., & Roberts, A. (Eds.). (2015). *Crisis intervention handbook: Assessment, treatment, and research*. Oxford University Press.
4. Greenstone, J. L., & Leviton, S. C. (1993). *Elements of crisis intervention: Crises & how to respond to them*. Thomson Brooks/Cole Publishing Co. Everly, G. & Mitchell, J. – *Critical Incident Stress Management*
5. Dattilio, F. M., & Freeman, A. (Eds.). (2010). *Cognitive-behavioral strategies in crisis intervention*. Guilford Publications.
6. Regehr, C. (2011). Crisis theory and social work treatment. *Social work treatment: Interlocking theoretical approaches*, 134-143.
7. Greenstone, J. L. (2008). *THE ELEMENTS OF DISASTER PSYCHOLOGY: Managing Psychosocial Trauma-An Integrated Approach to Force Protection*. Charles C Thomas Publisher.
8. Hoff, L. A. (2001). *People in crisis: Clinical and public health perspectives*.

Course outcome: at the end of the course the students would be able to :

CO1	Understand the concept, types, and stages of crisis in social work practice.	L1; L2
CO2	Application of crisis intervention theories and models in real-time crises., Develop skills in crisis assessment, including risk evaluation and projection	L2; L3
CO3	Practice intervention techniques in various crises (suicide, abuse, disaster, etc, Identifying and utilising community resources for crisis management.	L3; L4
CO4	Understand ethical, legal, and cultural dimensions in crisis intervention, and enhance skills like communication, counselling, and problem-solving.	L4; L5
CO5	Practice ethically and sensitively in diverse cultural contexts, and develop self-awareness and self-care strategies for crisis workers.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	2	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	2	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	INTERDISCIPLINARY COURSE-II	SEMESTER-II
COURSE CODE : (IDC-2)	HYGIENE & HEALTH	CREDITS: 2

Course Objective:

The aim of the course is to introduce students to concepts of personal and social hygiene, to develop understanding of nutrition and balanced diet requirements, to familiarise students with food adulteration and food safety, to enable students to identify health hazards and common diseases, and to equip students with knowledge of health education and its applications in social work.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Health Camp Organisation, Demonstration Classes, Brain Storming, Assignment, Seminar, Guest Lectures from Nutritionists / Public Health Experts, Community Health Education Activities, etc.

COURSE CONTENT

Unit I

Hygiene: Definition, personal hygiene – body odour, oral hygiene, grooming, feminine hygiene, sleep hygiene, hand washing, toiletry. Social hygiene – clean living movements, occupational hygiene, food and cooking hygiene, medical hygiene, excessive hygiene.

Unit II

Nutrition: Introduction – scope and importance of the study; balanced diet, diet control for diabetics, cholesterol etc.; concept of energy, calories, daily food intake as per occupation, pregnancy and lactation. Dietary requirements of infants, pre-school children, school children, adults and geriatric care. Malnutrition and over nutrition – obesity and weight control; defects of modern food habits – fast food, soft drinks, ice-creams and broiler chicken.

Unit III

Adulteration of Food: Food hygiene – hygiene of milk, meat, fish, eggs, fruits and vegetables. Common food adulterants – harmful effects and their detection. Food additives, fortification of food. Food Adulteration Act and its stringent implementation.

Unit IV

Health Hazards: Health dynamicity – definition, factors influencing health, health as a medium of socio-economic development. Diseases – Common food borne and water borne diseases (gastroenteritis, jaundice, cholera, salmonellosis,) – mode of transmission, causative agents, symptoms, prevention and control. Sexually transmitted infections – AIDS, genital herpes, hepatitis B, syphilis, gonorrhoea – causative agents, symptoms, modes of transmission and prevention. Dengue, chikungunya, rat fever (general methods of mosquito control and the need to prevent mosquito breeding)

Unit V

Health Education: Definition, objectives, principles and methods of health education. Ill effects of smoking, alcoholism and drug abuse (emphasis on pan masala, amphetamines, hashish, opium, brown sugar, pethidine). Population control and family welfare, use of contraceptives. Blood donation – basics of ABO blood grouping including Rh factor. Genetic incompatibility and consanguineous marriages.

REFERENCE

1. Park, K. (2021). *Park's Textbook of Preventive and Social Medicine* (26th ed.). Banarsidas Bhanot.
2. Schneider, M. J. (2021). *Introduction to Public Health* (6th ed.). Jones & Bartlett Learning.
3. World Health Organization. (2022). *Primary Health Care and Universal Health Coverage Report*.
4. Ministry of Health and Family Welfare, Government of India. (2023). *National Health Mission Report*.
5. Stanhope, M., & Lancaster, J. (2020). *Public Health Nursing* (10th ed.). Elsevier.
6. UNICEF. (2022). *Child Health and Nutrition Report*.
7. Tulchinsky, T. H., & Varavikova, E. A. (2021). *The New Public Health* (4th ed.). Academic Press.
8. World Health Organization. (2023). *World Health Statistics 2023*.
9. Ghosh, B. N. (2020). *Fundamentals of Public Health*. New Central Book Agency.
10. Government of India. (2023). *Ayushman Bharat Health and Wellness Centres Report*.

Course outcome: at the end of the course the students would be able to :

CO1	Define hygiene and explain personal, social, occupational and food hygiene practices.	L1; L2
CO2	Understand concepts of nutrition, balanced diet, malnutrition, dietary requirements for different age groups and defects of modern food habits.	L2; L3
CO3	Identify common food adulterants, food additives, harmful effects of adulteration and provisions of the Food Adulteration Act.	L3; L4
CO4	Analyse health hazards including food-borne diseases, sexually transmitted infections, lifestyle disease risks and their prevention.	L4; L5
CO5	Apply health education principles and methods to address smoking, alcoholism, drug abuse, population control and blood donation.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	1	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	INTERDISCIPLINARY COURSE-II	SEMESTER-II
COURSE CODE : (IDC-2)	SUBSTANCE ABUSE AND REHABILITATION	CREDITS: 2

Course Objective:

The course aims to understand the basic concepts of substance abuse from a psycho-social perspective, to learn the causes and consequences of addiction on the individual, family and society, to understand various models of rehabilitation and recovery, to apply social work methods in rehabilitation settings, and to know the legal framework and rehabilitation services available in India.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Brain Storming, Assignment, Seminar, Field Visits to De-addiction Centres, Guest Lectures from Rehabilitation Counsellors / Social Workers / Recovered Persons, etc.

COURSE CONTENT

Unit I

Conceptual Framework of Substance Abuse: Understanding Substance Abuse – Definition of drugs, substance use, misuse and addiction. Types of substances – depressants, stimulants, hallucinogens and narcotics. Commonly abused substances in India – alcohol, cannabis, opioids and inhalants. Extent of the Problem: Current trends and magnitude of substance use in India. Vulnerable groups – youth, street children, women and marginalized communities.

Unit II

Consequences of Substance Abuse: Psycho-Social Causes – Individual factors: curiosity, stress relief and coping mechanisms. Family factors: parental addiction, dysfunctional families and neglect. Peer and societal factors: peer pressure, poverty and media influence. Impact on the Individual: Physical health consequences – liver damage, overdose and HIV risks. Psychological consequences – depression, anxiety and psychosis. Impact on Family and Society: Family dynamics – domestic violence, financial crisis and co-dependency. Social consequences – crime, unemployment and social exclusion. Stigma and discrimination faced by persons with addiction and their families.

Unit III

Theories and Models of Rehabilitation: Theoretical Perspectives – Moral model vs. Disease model of addiction. Social learning theory and behavioural approach to addiction. Models of Rehabilitation: Medical model – detoxification and pharmacotherapy. Therapeutic Community (TC) model – concept and peer-led healing. Abstinence-based Approach – acceptance, surrender and peer support. Harm Reduction approach – needle exchange and minimizing damage.

Unit IV

Social Work Interventions in Rehabilitation: Primary Social Work Methods – Casework: psychosocial assessment, intake and individual counselling. Group work: psychoeducation groups and relapse prevention support groups. Community organisation: school/college-based prevention and awareness programs. Family-Based Interventions: Treating the family as a unit of treatment and a resource. Rehabilitating and supporting children of addicted parents. Halfway homes, vocational training and social support systems.

Unit V

Policies, Programmes and Field Realities: Legal and Policy Framework in India – Narcotic Drugs and Psychotropic Substances Act, 1985: provisions, amendments and social work critique. Scheme of Integrated Rehabilitation Centre for Addicts (IRCA) by Ministry of Social Justice and Empowerment (MSJE). Rehabilitation Services in India: Structure and functioning of government and NGO-run de-addiction centres. Role of Social Worker and Current Challenges.

REFERENCE

1. United Nations Office on Drugs and Crime (UNODC). (2023). *World Drug Report 2023*.
2. World Health Organization. (2022). *Global Status Report on Alcohol and Health*.
3. NIDA. (2021). *Drugs, Brains, and Behavior: The Science of Addiction*. National Institute on Drug Abuse.
4. Miller, W. R., & Rollnick, S. (2021). *Motivational Interviewing: Helping People Change* (4th ed.). Guilford Press.

5. Daley, D. C., & Douaihy, A. (2020). *Substance Use Disorders: A Guide to the Use of Language*. Oxford University Press.
6. Ministry of Social Justice and Empowerment, Government of India. (2023). *National Action Plan for Drug Demand Reduction*.
7. Marlatt, G. A., & Donovan, D. M. (2021). *Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors*. Guilford Press.
8. National Institute of Mental Health and Neuro Sciences (NIMHANS). (2022). *Manual on Substance Abuse Prevention and Rehabilitation*.
9. American Psychiatric Association. (2022). *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders*.
10. UNICEF. (2021). *Adolescent Substance Abuse and Prevention Strategies Report*.

Course outcome: at the end of the course the students would be able to :

CO1	Define substance abuse, explain types of substances, extent of the problem in India and understand the bio-psycho-social perspective.	L1; L2
CO2	Analyse the psycho-social causes and consequences of substance abuse on individuals, families and society.	L2; L3
CO3	Examine theories and models of rehabilitation including the Transtheoretical Model, Therapeutic Community and Harm Reduction approach.	L3; L4
CO4	Apply primary social work methods including casework, group work and community organisation in rehabilitation settings.	L3; L4
CO5	Evaluate the legal and policy framework for drug rehabilitation in India and assess the roles of NGOs and self-help groups.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE COURSE-5	SEMESTER-III
COURSE CODE : (CC-5)	INDIRECT METHODS OF SOCIAL WORK	CREDITS: 4

Course Objective:

This course aims to equip students with an understanding of indirect methods of social work practice, including social welfare administration, research, social policy, planning, and social action at macro levels.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Conceptual Foundations of Indirect Social Work Practice: Meaning, scope, and significance of indirect methods in Social Work; Difference between direct and indirect methods (micro–macro linkage); Historical evolution of macro practice in India and globally; Philosophical foundations: social justice, human rights, welfare state; Systems theory and ecological perspective in macro practice; Role and competencies of social workers in indirect practice.

Unit II

Social Welfare Administration: Concept, principles, and functions of social welfare administration; POSDCORB theory (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting); Organizational structure and management of welfare agencies; Human resource management and leadership in NGOs; Financial management, budgeting, and resource mobilization; Monitoring and evaluation of welfare programmes; Accountability, transparency, and governance issues.

Unit III

Social Work Research: Meaning, objectives, and scope of research in social work; Research designs: exploratory, descriptive, diagnostic, experimental; Quantitative and qualitative approaches; Sampling techniques and tools of data collection; Data analysis (basic statistical and qualitative interpretation); Action research and participatory research; Ethical issues in social work research; Use of research in policy formulation and practice.

Unit IV

Social Policy, Planning, and Development: Concept and evolution of social policy; Policy formulation, implementation, and evaluation processes; Models of social planning (centralized, decentralized, participatory); Role of planning bodies and governance structures; Analysis of key Indian social policies and legislations including National Food Security Act and Right of Children to Free and Compulsory Education Act; Welfare state, development paradigms, and inclusive growth; Role of social workers in policy advocacy and planning.

Unit V

Social Action, Advocacy, and Contemporary Issues: Concept, principles, and models of social action (Gandhian, radical, democratic); Strategies and techniques: mobilization, lobbying, campaigns, public interest litigation; Social advocacy and rights-based approach; Role of civil society, NGOs, and social movements; Use of media and technology in advocacy; Contemporary issues: globalization and social inequality, environmental justice, gender and human rights; Ethics and challenges in macro-level interventions.

REFERENCE

1. Skidmore, R. A. (2020). *Introduction to Social Work* (13th ed.). Pearson Education.
2. Choudhary, D. P. (2021). *Social Welfare Administration*. Atma Ram & Sons.
3. Goel, S. L., & Jain, R. K. (2020). *Social Welfare Administration*. Deep & Deep Publications.
4. Siddiqui, H. Y. (2021). *Social Work and Social Action*. Harnam Publications.
5. Pawar, M. (2021). *Social and Community Development Practice*. Sage Publications.
6. Cox, D., & Pawar, M. (2022). *International Social Work* (3rd ed.). Sage Publications.
7. National Association of Social Workers (NASW). (2021). *Standards for Social Work Practice*.

8. United Nations. (2023). *Sustainable Development Goals Report 2023*.
9. Dominelli, L. (2021). *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan.
10. Payne, M. (2021). *Modern Social Work Theory* (5th ed.). Oxford University Press.

Course outcome: at the end of the course the students would be able to :

CO1	Appreciate the concepts, elements, and significance of indirect social work methods and their relevance to macro-level social work practice.	L1; L2
CO2	Understand the principles, structures, and processes of social welfare administration and social policy formulation.	L2; L3; L4
CO3	Apply social work research methodologies and participatory approaches in identifying social problems and formulating appropriate interventions.	L3; L6
CO4	Critically evaluate models of social planning, advocacy strategies, and the role of civil society in contemporary social issues.	L2; L4
CO5	Develop strategies for social action and advocacy addressing contemporary issues such as globalization, environmental justice,	L3; L4; L5

L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	1	3	3	2	3	2
CO2	3	3	3	3	3	3	1	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SEMESTER	COURSE CODE	TITLE OF THE COURSE	HOURS	CREDITS
III	CC-6	FIELD WORK PRACTICUM – III	4	4

INTRODUCTION:

Tribal Camp and Study Tour are important parts of Social Work education that provide practical field exposure. They help students understand community life, especially tribal culture, traditions, and social issues, while linking theory with real-world practice. Through participation in field activities, interaction with people, and visits to institutions, students develop communication skills, teamwork, and professional values. These experiences also enable them to apply social work methods and gain a better understanding of welfare services. Overall, Tribal Camp and Study Tour enhance students' knowledge, skills, and social responsibility.

TRIBAL CAMP / STUDY TOUR

COURSE OBJECTIVES :

- To Understand tribal life, culture, and traditions
- To Identify major problems of tribal communities
- To Develop communication skills with tribal people
- To Apply social work methods in tribal settings

Field Activities

- Participation in surveys and data collection
- Involvement in awareness programs (health, education, sanitation)
- Contribution to development activities (cleanliness, environment, etc.)

Group Work & Team Spirit

- Cooperation with team members
- Sharing responsibilities
- Leadership in group activities

Skills Development

- Communication skills
- Observation and learning skills
- Problem-solving ability

Documentation

- Daily diary writing
- Tribal community profile
- Survey and activity reports
- Final camp report

Supervision

- Regular interaction with faculty supervisor
- Following instructions and guidance
- Openness to feedback

Presentation & Viva

- Clear explanation of camp experience
- Ability to present findings and learning
- Confidence in answering questions

Marks Distribution (100 Marks)

- Understanding of tribal community – 10 marks
- Field activities – 15 marks
- Communication & interaction – 10 marks
- Skills development – 10 marks
- Documentation – 20 marks
- Internal Assessment – 20 marks
- Presentation/Viva – 15 marks

STUDY TOUR:

Academic Relevance

- Must be part of the Social Work curriculum
- Clear learning objectives linked to subjects (community, health, welfare)

Institutional Selection

- Relevant agencies:
 - NGOs
 - Hospitals
 - Welfare departments
 - Rural/urban communities
- Should provide learning exposure

Planning & Organization

- Proper itinerary (3–7 days)
- Budget and approvals
- Safety arrangements

Supervision

- Guided by qualified faculty
- Orientation before tour
- Daily review/discussion

Learning & Documentation

- Field diary / observation notes
- Interaction with professionals
- Basic data collection

COURSE OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Gain knowledge about tribal society and lifestyle
- Improve communication and interpersonal skills
- Develop teamwork and leadership qualities
- Increase awareness of tribal issues and challenges
- Ability to organize awareness and community programs

GUIDELINES FOR FIELD WORK EVALUATION

Internal Evaluation:

1. Attendance in field work	- 05
2. Regularity in submitting reports	- 15
3. Observation during visits-Tribal Camps or Study Tour	-15
4. Participation and Involvement-Tribal Camps or Study Tour	- 15
5. Reporting	- 20

	70

EXTERNAL EVALUATION AND VIVA

Viva Voce

1. Theoretical Knowledge	- 15 marks
2. Communication and Presentation	- 15 marks

Total	30 marks

SECOND YEAR	ALLIED COURSE – V	SEMESTER-III
COURSE CODE :(AC-5)	CHILD RIGHTS	CREDITS: 3

Course Objective:

The aim of this course is to sensitize students about the rights, problems, and protection mechanisms for children, enabling them to become effective advocates and practitioners in the field of child welfare.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Child: Concept, Definition, Status of Girl Children, children with disabilities, and children in conflict with law. Profile and demographic of children at Global level, National level and State level; Child Rights according to UNCRC and Components of Child Rights.

Unit II

Physical Problems: Malnutrition, Immunization, Substance abuse, HIV/AIDS, TB, Anemia.

Psychological Problems: Violence and Atrocities, Peer group influence, mental disabilities. Significance of children in conflict with law; Role of Family and School in development of children. Social Issues: Migration, Street Children, Sexual harassment, Pornography, children in Prostitution; Child Marriage; Cyber Crime on Children.

Unit III

Central and State Child Help Lines: 1098, ICPS - Integrated Child Protection Scheme - purpose, objectives, guiding principles and approaches. Functions of National Children Commission and State Children Commission; Role of DCPU at District level; Cyber Security for children; Role of social worker in programme/project implementation.

Unit IV

Adolescent Labour (Prohibition and Regulation) Act of 1986; Juvenile Justice (Care and Protection of Children) Act, 2000; Prohibition of Child Marriage Act, 2006; The Protection of Children from Sexual Offences Act, 2012; The National Policy for Children 2013; Role of NGOs in Child welfare; Role of Professional social worker in promotion of child legislation in India.

Unit V

International Perspective: Millennium Development Goals in relevance to children; Rights of Child 1989; International mechanisms - United Nations Convention on the Rights of the Child - SAARC, AHRC, ASEAN, European Union and Child Rights; UNICEF - Evolution, Objectives, Programmes, Achievements in India; ILO in the context of Children.

REFERENCE

1. UNICEF. (2023). *State of the World's Children Report*.
2. Bajpai, A. (2021). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
3. United Nations. (2021). *Convention on the Rights of the Child: General Comment Series*.
4. Government of India, Ministry of Women and Child Development. (2023). *Child Protection Services Report*.
5. Save the Children. (2022). *Global Childhood Report*.
6. National Commission for Protection of Child Rights (NCPCR). (2023). *Annual Report*.
7. Kaushik, A. (2020). *Child Rights and Protection in India*. Sage Publications.
8. UNICEF India. (2022). *Child Welfare and Development Report*.
9. OHCHR. (2022). *Children's Rights and Human Rights Protection Report*.
10. Sharma, U. (2021). *Child Development and Child Rights*. Atlantic Publishers.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the demographic profile, status, and rights of children at global, national, and state levels.	L1; L2
CO2	Identify the physical, psychological, and social problems faced by children in various vulnerable situations.	L2; L3
CO3	Apply social work methods and intervention strategies to address problems faced by children in difficult circumstances.	L3; L4
CO4	Analyze the legislative framework and institutional mechanisms for child protection in India.	L2; L4
CO5	Evaluate international perspectives on child welfare and the role of NGOs and social workers in promoting child rights.	L4; L5

L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	3	1	2	3	2
CO2	3	2	3	2	3	2	3	3	2	2
CO3	2	3	3	1	2	3	2	3	3	2
CO4	3	2	2	3	3	2	3	2	3	3
CO5	2	3	1	2	3	3	2	3	2	1

1-Low, 2-Medium, 3-Strong

SECOND YEAR	ALLIED COURSE – V	SEMESTER-III
COURSE CODE :(AC-5)	PSYCHOLOGICAL WELLBEING	CREDITS: 3

Course Objective:

This course aims to enable students to understand the concept of psychological well-being, its dimensions, threats, and the role of social workers in promoting mental health across diverse populations.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Perspectives of Psychological Wellbeing: Understanding Psychological Wellbeing - Definition and concept. Differentiating mental health, mental illness and psychological wellbeing. Positive psychology perspective and strengths-based approach. Social Determinants of Wellbeing: Impact of social inequalities – caste, class, gender and sexuality, poverty, unemployment and housing insecurity in causing psychological distress. Role of social worker in promoting psychological well-being – clinical, community and advocacy roles.

Unit II

Dimensions and Indicators of Wellbeing: Wellbeing Across the Lifespan: Childhood and adolescent wellbeing; Wellbeing of women – gender-based violence and empowerment; Elderly wellbeing – loneliness and productive aging; Wellbeing of marginalized communities – LGBTQ+ individuals, tribal groups and displaced populations.

Unit III

Threats and Challenges to Wellbeing: Individual and Family Level Stressors - Understanding stress, burnout and adverse childhood experiences; Impact of modern lifestyle – digital & social media addiction, anxiety and sleep deprivation; Family dysfunction, marital discord and intergenerational trauma. Societal and Systemic Threats: rapid urbanization, migration and breakdown of community support systems.

Unit IV

Social Work Interventions for Wellbeing: Micro and Mezzo Level Interventions Casework: psychosocial assessment, individual counseling and crisis intervention; Group work: support groups, self-help groups and psychoeducation groups; Family-based interventions: family counseling, parenting skills training; Building resilience and coping skills. Macro Level Interventions: Community organization; School and college-based mental health promotion programs; Workplace wellbeing initiatives; Social action – advocating for mental health-friendly policies.

Unit V

Policies, Programs and Field Realities: Policy Framework in India - National Mental Health Policy (2014); District Mental Health Programme; Mental Healthcare Act, 2017 – right to access mental healthcare; International frameworks UN SDG 3.4 on wellbeing. Community Programs and Field Realities: Government and NGO initiatives for mental health promotion; Role of social worker in multidisciplinary mental health teams; Challenges in promoting wellbeing in India; Ethical considerations in mental health social work.

REFERENCE

1. Ryff, C. D. (2021). *Psychological Well-Being Revisited: Advances in Theory and Research*. Springer.
2. Seligman, M. E. P. (2020). *Positive Psychology and Well-Being*. Free Press.
3. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
4. American Psychological Association. (2022). *Mental Health and Well-Being Report*.
5. World Health Organization. (2022). *World Mental Health Report*.
6. Diener, E., Oishi, S., & Tay, L. (2020). *Advances in Subjective Well-Being Research*. Nature Human Behaviour.
7. Carr, A. (2021). *Positive Psychology: The Science of Happiness and Human Strengths*. Routledge.
8. NIMHANS. (2023). *Mental Health Promotion and Psychological Well-Being Guidelines*.
9. Snyder, C. R., & Lopez, S. J. (2021). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.
10. Keyes, C. L. M. (2020). *Mental Well-Being and Flourishing in Life*. Journal of Health and Social Behavior.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept, definitions, and dimensions of psychological wellbeing from a positive psychology and strengths-based perspective.	L1; L2
CO2	Identify social determinants and systemic factors that influence wellbeing across different population groups.	L2; L3
CO3	Apply micro, mezzo, and macro level social work interventions to promote psychological wellbeing in individuals, families, and communities.	L3; L4
CO4	Analyze threats and challenges to wellbeing including stress, burnout, stigma, and systemic barriers.	L2; L4
CO5	Evaluate Indian and international policy frameworks, programs, and ethical considerations in mental health social work.	L4; L5

L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	3	2	1	2
CO2	2	3	3	1	3	2	2	3	3	2
CO3	3	3	2	3	3	3	3	2	3	2
CO4	2	2	3	2	2	2	3	3	2	3
CO5	2	3	2	3	2	3	2	1	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	ALLIED COURSE – VI	SEMESTER-III
COURSE CODE :(AC-6)	SDG'S AND SOCIAL WORK	CREDITS: 3

Course Objective:

This course aims to enable students to understand the Sustainable Development Goals (SDGs), their relevance to social work practice, and the role of social workers in promoting sustainable development at local, national, and global levels.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Foundations of Sustainable Development: Concept, meaning, and evolution of sustainable development; Brundtland Report (1987) and global environmental discourse; Dimensions: Social, Economic, Environmental; Development indicators: Human Development Index (HDI), Gender Development Index (GDI); Relationship between sustainability and Social Work.

Unit II

Sustainable Development Goals (SDGs) Framework: Origin and evolution of United Nations SDGs; Transition from Millennium Development Goals (MDGs) to SDGs; Structure of 17 SDGs and 169 targets; Key goals relevant to social work: No Poverty (SDG 1), Quality Education (SDG 4), Gender Equality (SDG 5), Reduced Inequalities (SDG 10); SDG indicators and monitoring mechanisms.

Unit III

Global and Local Development Issues: Environmental issues: Climate change, global warming, Pollution (air, water, soil); Development-induced displacement and inequality; Globalization and its social impact; Poverty, migration, and human rights linkages; Sustainable livelihoods and social justice.

Unit IV

Institutions, Policies, and Programmes for SDGs: Role of international organizations: UNDP, UNEP, World Bank; National policies and SDG implementation in India; Localization of SDGs (LSDGs); Role of NGOs and civil society; Policy frameworks and governance for sustainability.

Unit V

Role of Social Work in Achieving SDGs: Social work interventions in sustainable development; Community participation and empowerment; Advocacy and rights-based approach; Green social work and environmental justice; Role of social workers in climate action, gender justice, poverty alleviation; Ethics and challenges in SDG practice.

REFERENCE

1. United Nations. (2023). *Sustainable Development Goals Report 2023*.
2. Dominelli, L. (2021). *The Routledge Handbook of Green Social Work*. Routledge.
3. Jones, D. N., & Truell, R. (2020). *The Global Agenda for Social Work and Social Development*. International Federation of Social Workers.
4. United Nations Development Programme (UNDP). (2023). *Human Development Report*.
5. Cox, D., & Pawar, M. (2022). *International Social Work* (3rd ed.). Sage Publications.
6. Ife, J. (2020). *Community Development in an Uncertain World*. Cambridge University Press.
7. UNESCO. (2022). *Education and Sustainable Development Goals Report*.
8. World Bank. (2022). *Sustainable Development and Poverty Reduction Report*.
9. United Nations Environment Programme (UNEP). (2021). *Sustainability and Climate Action Report*.
10. Gray, M., Coates, J., & Hetherington, T. (2021). *Environmental Social Work*. Routledge.

11. Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept, evolution, and dimensions of sustainable development and its linkage with social work.	L1; L2
CO2	Describe the SDG framework, its structure, key goals relevant to social work, and monitoring mechanisms.	L2; L3
CO3	Analyze global and local development issues including environmental concerns, globalization, poverty, and human rights.	L3; L4
CO4	Evaluate the role of international and national institutions, policies, and programmes in achieving SDGs.	L2; L4
CO5	Apply social work interventions including advocacy, community participation, and green social work in achieving SDGs.	L3; L5; L6

L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	3	3	2	2	1	2
CO2	3	3	2	1	2	2	3	3	2	2
CO3	3	2	3	3	3	3	2	2	3	3
CO4	2	3	2	2	3	2	3	3	2	2
CO5	1	3	3	3	2	3	2	2	1	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	ALLIED COURSE – VI	SEMESTER-III
COURSE CODE :(AC-6)	SOCIAL LEGISLATION	CREDITS: 3

Course Objective:

This course aims to enable students to understand the framework of social legislation in India, its constitutional basis, and how law serves as an instrument for the protection and empowerment of vulnerable populations.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest

Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Conceptual Framework of Social Legislation: Law and Social Work - Definition, nature and scope of social legislation; Social policy vs. Social Legislation: Understanding the pipeline from recognizing a problem to policy formation and legislation; Classification of law: Public vs. private law; substantive vs. procedural law; Criminal vs. Civil law; The role of law in social change: Law as an instrument of oppression vs. an instrument of liberation.

Unit II

Constitutional Mandates & Human Rights: Fundamental rights: Right to equality, right to life & liberty, right against exploitation; Directive Principles of State Policy (DPSP): The philosophical bedrock of social welfare legislation; International Conventions: UDHR, UN Convention on the Rights of the Child, UNCPRD, CEDAW and their local impact.

Unit III

Legislation for Vulnerable Populations I - Women & Children: Women: Protection of Women from Domestic Violence Act, 2005; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Dowry Prohibition Act, 1961; Immoral Traffic (Prevention) Act, 1956; Medical Termination of Pregnancy Act, 1971. Children: Juvenile Justice (Care and Protection of Children) Act, 2015; Child Labour (Prohibition and Regulation) Amendment Act, 2016; Prohibition of Child Marriage Act, 2006; Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit IV

Legislation for Vulnerable Populations II - Disability, Elderly & Marginalized: Rights of Persons with Disabilities Act, 2016; Maintenance and Welfare of Parents and Senior Citizens Act, 2007; Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989. Labour Legislation: Minimum Wages Act, 1948; Bonded Labour System (Abolition) Act, 1976; Unorganised Workers' Social Security Act, 2008; Social security and welfare for unorganized sector workers including gig workers.

Unit V

Contemporary Legal Issues: Mental Healthcare Act, 2017; LGBTQ+: Decriminalization of homosexuality (Section 377 IPC), Legal recognition of gender identity (transgender rights); Digital/Cyber Laws: Information Technology Act, 2000 - Cyberbullying, online harassment, protection of women and minors; Right to Information: Right to Information Act, 2005 - Use of RTI for transparency, social audit and grassroots advocacy.

REFERENCE

1. Bare Act. (2023). *The Constitution of India*. Government of India.
2. Basu, D. D. (2021). *Introduction to the Constitution of India*. Lexis Nexis.
3. Gangrade, K. D. (2020). *Social Legislation in India*. Concept Publishing.
4. Ministry of Law and Justice, Government of India. (2023). *Social Welfare Legislations Handbook*.
5. National Human Rights Commission. (2022). *Human Rights and Social Justice Report*.
6. Agnes, F. (2021). *Law and Gender Inequality*. Oxford University Press.

7. Government of India. (2023). *Juvenile Justice Act and Child Protection Laws Manual*.
8. Kaushik, A. (2020). *Social Justice and Welfare Legislations*. Sage Publications.
9. UNICEF India. (2022). *Child Protection and Legal Safeguards Report*.
10. Universal Law Publishing. (2023). *Social Welfare and Labour Legislations Manual*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the nature, scope, and classification of social legislation and its relationship with social policy.	L1; L2
CO2	Describe the constitutional mandates, fundamental rights, and international conventions relevant to social work practice.	L2; L3
CO3	Analyze legislations for the protection and welfare of women and children in India.	L3; L4
CO4	Evaluate laws pertaining to persons with disabilities, the elderly, marginalized groups, and the unorganized labour sector.	L2; L4
CO5	Apply knowledge of contemporary legal issues including mental health, LGBTQ+ rights, cyber laws, and RTI in social work advocacy.	L3; L5; L6
L1-Remember L2- Understand; L3- Apply; L4-Analyze; L5- ;Evaluate; L6 create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	3	2	3	1
CO2	3	2	3	2	3	3	2	3	2	2
CO3	3	3	2	3	3	2	3	2	3	3
CO4	2	2	3	2	2	3	2	3	3	2
CO5	1	3	2	3	2	2	3	2	2	1

1-Low, 2-Medium, 3-Strong

SECOND YEAR	SKILL ENHANCEMENT COURSE-I I	SEMESTER- III
COURSE CODE : SEC-2	LEGAL LITERACY AND RIGHTS- BASED PRACTICE	CREDITS:2

Course Objective:

The objective of the paper is to equip the students to introduce them to legal knowledge, promote legal awareness, and develop skills to apply a rights-based approach in social work practice. To promote social justice. To gain knowledge of the constitutional provisions and the Indian legal system.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Field Exposure, case studies and role play.

COURSE CONTENT

Unit I

Introduction to Legal Literacy: definition, meaning, and importance of Legal literacy, Relationship between law, ethics, and social work practice, and legal awareness.

Unit II

Indian Legal System and Constitution: the Structure of the Indian legal system (courts, judiciary), constitutional preamble, Fundamental Rights and Duties, and DPSP.

Unit III

Rights of Vulnerable Groups: Women's Rights(Domestic Violence Act, Sexual Harassment Act), Child rights (Juvenile Justice Act, Child Protection Laws), SC/ST (Prevention of Atrocities Act), Disability Rights, Elderly Rights, International Human Rights.

Unit IV

Legal Aid and Access to Justice: Definition of legal aid, Legal Services Authorities Act, 1987, National Legal Services Authority (NALSA), Public Interest Litigation (PIL), legal assistance and role of social workers.

Unit V:

Rights-Based Approach in Social Work: Concept and principles of the Rights-Based Approach, need and rights-based approach, Empowerment, participation, accountability, legal awareness, and formulate legal literacy campaigns.

REFERENCE

1. Roy, Sanjoy (2025). *Law for Social Workers: Understanding to Praxis*. Routledge.
2. Androff, D. (2015). *Practicing rights: Human rights-based approaches to social work practice*. Routledge.
3. Gatenio Gabel, S., & Mapp, S. (2020). Teaching human rights and social justice in social work education. *Journal of Social Work Education*, 56(3), 428-441.
4. Harris, E. M., & Boys, S. K. (2021). Legal education for human rights work: Social work practicum students in forensic placements. *Journal of Human Rights and Social Work*, 6(1), 41-48.
5. Gready, P., & Ensor, J. (Eds.). (2005). *Reinventing development?: Translating rights-based approaches from theory into practice*. Zed Books.
6. Gabel, S. G. (2023). *A human rights-based approach to justice in social work practice*. Oxford University Press.
7. Preston-Shoot, M., & McKimm, J. (2012). Perceptions of readiness for legally literate practice: A longitudinal study of social work student views. *Social Work Education*, 31(8), 1071-1089.
8. Nigam, S. (2008). Legal literacy: a tool for empowerment. *Social Action Published by Social Action Trust, Indian Social Institute, New Delhi*.
9. Zariski, A. (2014). *Legal literacy: An introduction to legal studies*. Athabasca University Press.
10. Roy, S. (2018). Social work in a correctional setting in India. *Asia Pacific Journal of Advanced Business and Social Studies*, 4(2), 114-129.

Course outcome: at the end of the course, the students would be able to :

CO1	Demonstrate knowledge of laws relevant to social work practice and the rights-based approach	L1; L2
CO2	Application of legal literacy in working with individuals and communities, Practice rights-based and anti-oppressive approaches	L2; L3
CO3	Promote legal awareness among marginalised communities and adopt a rights-based approach.	L3; L4
CO4	Enable access to legal to the marginalised and promote justice	L4; L5
CO5	Engage in advocacy, policy, practice, and social action	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	2	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	2	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	SKILL ENHANCEMENT COURSE-I I	SEMESTER- III
COURSE CODE : SEC-2	ADVOCACY AND SOCIAL ACTION SKILLS	CREDITS: 2

Objective of the Course

The paper aims to develop knowledge, values, and practical skills in advocacy and social action, enabling BSW students to promote social justice and empowerment of marginalised communities. To engage and learn skills in campaigning, lobbying, and public mobilization

Pedagogical Methods Adopted:

Lectures and participatory discussions, Case studies of social movements, Field visits, group projects, audio-visual materials and documentaries, guest lectures, activists, social workers, policy experts.

COURSE CONTENT

Unit I

Introduction to Advocacy and Social Action: Meaning, definition, concept, and importance, Advocacy vs Social Action, Historical development in Social Action. Ethics and Values of Advocacy.

Unit II

Theories and Approaches to Social Action: Models of social action - institutional, radical, participatory, Rights-based approach, Empowerment and participatory development, Paulo Freire's concept of conscientization

Unit III

Social Issues and Policy Context: Identification of social problems (poverty, caste, gender, environment), Understanding public policy and governance, Role of civil society and NGOs , Policy advocacy and analysis

Unit IV: Advocacy Skills and Techniques: Communication and persuasion skills, Lobbying and negotiation, Media advocacy (print, digital, social media), Public speaking and documentation, Networking and coalition building

Unit V

Social Action Strategies: Community mobilization and participation, Campaign planning and execution, Protest, rallies, and peaceful resistance , Public Interest Litigation (PIL) as a tool, Use of RTI (Right to Information).

REFERENCE:

1. Jansson, B. S. (2015). *Social welfare policy and advocacy: Advancing social justice through 8 policy sectors*. Sage Publications.
2. Hoefer, R. (2019). *Advocacy practice for social justice*. Oxford University Press.
3. Scourfield, P. (2021). *Using advocacy in social work practice: A guide for students and professionals*. Routledge.
4. Johnson, R. G. (Ed.). (2009). *A twenty-first century approach to teaching social justice: Educating for both advocacy and action* (Vol. 358). Peter Lang.
5. Jayapalan, N. (2001). *Social work and social development*. Atlantic Publishers & Distributors.
6. Menon, N. R. M. (1985). *Social action through law*. Concept Publishing Company.
7. Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2016). *Social work macro practice* (6th ed.). Pearson.
8. Tarrow, S. (2011). *Power in movement: Social movements and contentious politics* (3rd ed.). Cambridge University Press.
9. Wilks, T. (2012). *Advocacy and social work practice*. McGraw-Hill Education (UK).
10. Tilly, C., & Wood, L. J. (2021). *Social movements, 1768–2018* (4th ed.). Routledge.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concepts, theories, and approaches of advocacy and social action in social work	L1; L2
CO2	Demonstrate understanding of advocacy and social action processes. understand social problems, inequalities, vulnerable	L2; L3
CO3	Mobilise communities and facilitate participation, apply advocacy and social action skills for lobbying, policy influence, campaigning and social transformation	L3; L4
CO4	Engage in policy advocacy and rights-based practice Analyze social issues and plan appropriate interventions	L4; L5
CO5	Work ethically and effectively in social change initiatives Develop and implement advocacy plans promoting social justice, inclusion, and sustainable community development.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	2	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	INTERDISCIPLINARY COURSE-III	SEMESTER-III
COURSE CODE : (IDC-3)	WOMEN DEVELOPMENT	CREDITS: 2

Course Objective:

The aim of this course is to develop an understanding of the profile, problems, and welfare of women in India, and to enable students to work effectively towards women's empowerment and development.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Profile of Women in India: Demographic profile of women in India; Changing role and status of women in India; Role differences of women in Joint and Nuclear families; Position of women in Tribal, Rural and Urban areas; Status of women with reference to Health, Education, Employment and Political participation.

Unit II

Problems of Women: Gender Bias, Child Marriage, Dowry, Widowhood, Desertion, Divorce, Destitution, Educational Backwardness, Discrimination in employment; Problems of Employed Women and Mothers; Problems of Unmarried Mothers; Delinquency, Prostitution, Trafficking in Women and Girls; Domestic Violence and Trauma; Intimate Partner Violence.

Unit III

Women and Health: Health as a Gender Issue; Status of Women's health in India; Factors Influencing Women's Health; Maternal Morbidity, Maternal mortality, Infant Mortality, Life Expectancy, Fertility; Access to Health Care Services: Maternal and Child Health Services in India, Food and nutrition, Anaemia, Pre-natal care; International Perspectives on Health: Health as a Critical Area of concern in the Beijing Platform for Action; Women's health at ICPD, Cairo; WHO, UNICEF, UNESCO, CARE and others; MDGs and women's health.

Unit IV

Women Empowerment: Women and law - Legislations relating to women; legal and constitutional rights, marriage, divorce, and property rights; labour laws for women; Women Empowerment: meaning, characteristics of empowered women; Life Skills for Women; Feminism; Women's movement abroad and in India.

Unit V

Women Welfare and Development: Historical development of Women Welfare; Indicators of Women Development; Central and state government Policy on Women; Government of India schemes for women's development; National Commission for Women; Institutional and Non-institutional services for women.

REFERENCE

1. Desai, N., & Krishnaraj, M. (2020). *Women and Society in India*. Ajanta Publications.
2. United Nations Women. (2023). *Progress on the Sustainable Development Goals: Gender Snapshot*.
3. Government of India, Ministry of Women and Child Development. (2023). *Annual Report 2022–23*.
4. Bhasin, K. (2021). *Understanding Gender*. Women Unlimited.
5. UNICEF. (2022). *Gender Equality and Women Empowerment Report*.
6. World Bank. (2022). *Women, Business and the Law Report*.
7. NITI Aayog. (2023). *Women Empowerment and Gender Equality Index Report*.
8. Moser, C. (2021). *Gender Planning and Development*. Routledge.
9. Sharma, P. (2020). *Women Empowerment and Social Change in India*. Rawat Publications.
10. UNDP. (2023). *Gender Inequality and Human Development Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the demographic profile, changing role and status of women in Indian society across various contexts.	L1; L2
CO2	Identify and analyze the multifaceted problems faced by women including gender bias, violence, health issues, and social discrimination.	L2; L3; L4
CO3	Understand women's health as a gender issue and evaluate maternal and child health services and international health frameworks.	L2; L4
CO4	Apply knowledge of legislation and constitutional rights to promote women's empowerment, legal literacy, and feminist perspectives.	L3; L4
CO5	Evaluate government schemes, institutional services, and the role of the National Commission for Women in women's welfare and development.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	INTERDISCIPLINARY COURSE-III	SEMESTER-III
COURSE CODE : (IDC-3)	CHILD DEVELOPMENT	CREDITS: 2

Course Objective:

The aim of this course is to enable students to understand the vulnerability, rights, and legal protection of children, and equip them with knowledge of national and international mechanisms for child welfare.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Children in Difficult Circumstances: Meaning, demographic profile of children in India; Socialisation; Vulnerability of children - poverty, child labour, trafficked children, street children, abused children, children with disability, children in institutions or homes, neglected children, children of disorganised family system; Children of commercial sex workers, children affected by HIV/AIDS, victims of calamities, victims of domestic violence - need for legislative intervention.

Unit II

Child Rights: Meaning, scope, origin and development of child rights in India; Constitutional Rights, National Policy on Child Labour; Comprehending child's right to life, survival and development; Basic concepts of human rights - dignity, liberty, equality, justice, ethics and morals; Meaning and significance of human rights.

Unit III

National Mechanisms and Child Related Policies: The National Policy for Children, 2013; National Policy for Children, 1974; National Policy on Education, 1986; National Policy on Child Labour, 1987; National Nutrition Policy; National Health Policy, 2002; National Commission for Protection of Child Rights (NCPCR); Childline.

Unit IV

Child and Law: Right of Children to Free and Compulsory Education Act, 2009; Young Person's (Harmful Publication) Act, 1956; Commission for Protection of Child Rights Act, 2005; Prohibition of Child Marriage Act, 2006; The Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994; Legal protection to children in various occupations - Factories Act 1948, Mines Act, Children (Pledging of Labour Act) 1933, Child Labour (Prohibition and Regulation) Rules, 1988; Employment of Children Act, 1938; Juvenile Justice (Care and Protection of Children) Act, 2000; POCSO Act, 2012.

Unit V

International Perspective: Millennium Development Goals in relevance to children; Rights of Child 1989; International mechanisms - United Nations Convention on the Rights of the Child; SAARC, AHRC, ASEAN, European Union and Child Rights; UNICEF - Evolution, Objectives, Programmes, Achievements in India; ILO in the context of Children.

REFERENCE

1. UNICEF. (2024). *The State of the World's Children 2024: The Future of Childhood in a Changing World*. New York: UNICEF. Available at: [UNICEF Report 2024](#)
2. UNICEF. (2023). *Global Annual Results Report: Child Protection*. New York: UNICEF.
3. National Commission for Protection of Child Rights. (2024). *Annual Report 2023–24*. New Delhi: Government of India.
4. Ministry of Women and Child Development. (2023). *Child Protection Services Scheme Guidelines*. New Delhi: Government of India.

5. International Labour Organization. (2021). *Global Estimates of Child Labour: Results and Trends 2016–2020*. Geneva: ILO and UNICEF.
6. United Nations. (2021). *Convention on the Rights of the Child: Status and Implementation Review*. New York: United Nations.
7. Kailash Satyarthi Children's Foundation. (2022). *India Child Protection Report*. New Delhi: KSCF.
8. Singh, A., & Srivastava, R. (2022). *Child Rights and Child Protection in India: Issues and Challenges*. New Delhi: Sage Publications India.
9. Nair, P., & Thomas, G. (2021). *Contemporary Perspectives on Child Welfare and Child Rights*. New Delhi: Rawat Publications.
10. UNESCO. (2023). *Global Education Monitoring Report: Technology in Education*. Paris: UNESCO.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the demographic profile of children in India and identify various categories of children in difficult circumstances.	L1; L2
CO2	Describe and analyze child rights including constitutional rights, national policies, and the concept of human rights in the context of children.	L2; L3; L4
CO3	Identify national mechanisms, child-related policies, and the functioning of bodies like NCPCR and Childline.	L2; L3
CO4	Apply knowledge of child protection laws including JJ Act, POCSO Act, and other legislations to social work practice.	L3; L4
CO5	Evaluate international frameworks including UNCRC, UNICEF, and ILO mechanisms for children's welfare and development.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE COURSE-7	SEMESTER-IV
COURSE CODE : (CC-7)	INTRODUCTION TO SOCIAL WORK RESEARCH	CREDITS: 4

Course Objective:

The aim of this course is to introduce students to the fundamental concepts, methods, and tools of social work research, enabling them to conduct and utilize research for informed social work practice and policy.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Research: Concept, Objectives, Characteristics, Ethics, and Qualities of a Good Researcher; Social Work Research: Meaning, Objectives, Importance; Difference Between Social Research & Social Work Research; Steps in Research.

Unit II

Selection of Problem - Criteria and Sources: Surveying the Field; Literature Review: Purpose; Using Library and Internet, Library Ethics; Defining the Problem: Need and Significance of the Problem; Hypothesis: Meaning, Sources, Characteristics, and Types.

Unit III

Research Design: Meaning and Types - Exploratory, Descriptive, Diagnostic, Quasi-Experimental and Single Subject Research Designs.

Unit IV

Universe and Sampling: Principles, Types and Techniques; Tools/Instruments; Sources of Data: Primary and Secondary Data.

Unit V

Data Collection: Types of Data; Data Collection Methods: Questionnaire, Interview Schedule and Observation (Participatory and Non-Participatory); Data Processing; Transcription; Presentation of Data: Tabular and Graphical Presentation; Data Analysis: Interpretation - Meaning, Techniques; Report Writing: Research Abstracts, Footnotes, Referencing/Bibliography and Research Report Preparation.

REFERENCE

1. Rubin, A., & Babbie, E. (2021). *Research Methods for Social Work* (10th ed.). Cengage Learning.
2. Grinnell, R. M., Williams, M., & Unrau, Y. A. (2020). *Research Methods for Social Workers* (12th ed.). Oxford University Press.
3. Bryman, A. (2021). *Social Research Methods* (6th ed.). Oxford University Press.
4. Creswell, J. W., & Creswell, J. D. (2021). *Research Design* (6th ed.). Sage Publications.
5. Kumar, R. (2021). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). Sage Publications.
6. Neuman, W. L. (2020). *Social Research Methods: Qualitative and Quantitative Approaches* (8th ed.). Pearson.
7. Kothari, C. R., & Garg, G. (2020). *Research Methodology: Methods and Techniques*. New Age International.
8. Babbie, E. (2021). *The Practice of Social Research* (15th ed.). Cengage Learning.
9. Rubin, A. (2021). *Statistics for Evidence-Based Practice and Evaluation*. Cengage Learning.
10. Journal of Social Work Research. (2022). *Contemporary Trends in Social Work Research*.

11. Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept, objectives, characteristics, and ethical considerations in social work research.	L1; L2
CO2	Identify criteria for problem selection, conduct literature reviews, and formulate hypotheses for research.	L2; L3
CO3	Apply various research designs including exploratory, descriptive, diagnostic, and experimental designs in social work contexts.	L3; L4
CO4	Understand sampling principles, types, and data collection tools including questionnaires, interviews, and observation.	L2; L3
CO5	Process, analyze, present, and interpret data, and prepare research reports with proper referencing and bibliography.	L3; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

SEMESTER	COURSE CODE	TITLE OF THE COURSE	HOURS	CREDITS
IV	CC-8	FIELD WORK PRACTICUM – IV	4	4

INTRODUCTION:

Group Work is an important method of social work practice that focuses on helping individuals function effectively within groups. It enables students to understand group dynamics, leadership, and participatory processes while working with groups such as women, youth, and children. This course provides practical exposure to organizing and facilitating group activities, including awareness programmes, discussions, and skill-based sessions. It helps students develop essential skills like communication, leadership, and teamwork. Through fieldwork and the use of participatory tools such as group discussions and IEC materials, students learn to mobilize community participation and promote social development.

GROUP PROJECT & COMMUNITY ORGANIZATION

COURSE OBJECTIVES:

- To develop an understanding of group work as a method of social work practice.
- 2. To enable students to acquire skills in forming and facilitating groups such as women, youth, and children.
- 3. To enhance the ability to conduct awareness programmes, group discussions, and participatory activities.
- To develop leadership qualities and group facilitation skills.

Field Work Activities

- Form a group:
 - Women / youth / children
- Conduct:
 - Awareness sessions
 - Group discussions
 - Activities (games, skill training)
- Mobilize community participation

SKILLS DEVELOPED:

Leadership

1. Leadership skills helped me guide the group during discussions and activities.
2. I learned how to motivate members and encourage participation.
3. This skill improved my confidence in making decisions for the group.

Facilitation

1. Facilitation helped me manage group discussions effectively.
2. I learned to ensure that every member had a chance to express their ideas.
3. It helped in keeping the discussion focused and productive.

Group Dynamics

1. Group dynamics helped me understand how people interact in a group.
2. I learned to manage different opinions and maintain cooperation.
3. It improved teamwork and collaboration among members.

TOOLS USED:

Group Discussion

1. Group discussion helped members share ideas and opinions openly.
2. It encouraged active participation from all members.
3. It also helped in finding solutions through collective thinking.

Participatory Methods

1. Participatory methods encouraged everyone to take part in activities.
2. These methods made learning more interactive and interesting.
3. They helped in better understanding of the topic.

IEC Materials (Posters, Charts)

1. IEC materials like posters and charts made the information clear and easy to understand.
2. They helped attract the attention of participants.
3. These materials supported effective communication of key messages.

REPORTS TO SUBMIT:

Group Work Report

1. The group work report explains the activities done by the group.
2. It includes the objectives, methods, and outcomes of the work.
3. This report helps in documenting the group's efforts and achievements.

Programme Report

1. The programme report describes the details of the programme conducted.
2. It includes information about participants, activities, and results.
3. This report helps evaluate the success of the programme.

Leadership Analysis

1. Leadership analysis evaluates the role of the leader in group activities.
2. It explains how leadership influenced group performance.
3. This analysis helps identify strengths and areas for improvement.

COURSE OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Understand the principles and processes of group work in social work practice.
- Organize and facilitate group activities such as discussions, awareness sessions, and skill-based programmes.
- Demonstrate leadership and effective group facilitation skills.
- Apply participatory methods and use IEC materials in group settings.
- Prepare structured reports including group work report, programme report, and leadership analysis.

GUIDELINES FOR FIELD WORK EVALUATION

Internal Evaluation:

- | | |
|--|------|
| 1. Attendance in field work | - 5 |
| 2. Regularity in submitting reports | - 15 |
| 3. Participation and involvement Group Work activities | -15 |
| 4. Participation in discussion | -15 |
| 5. Reporting | - 20 |

70

EXTERNAL EVALUATION AND VIVA

Viva Voce

- | | |
|-----------------------------------|------------|
| 1. Theoretical Knowledge | - 15 marks |
| 2. Communication and Presentation | - 15 marks |

Total

30 marks

Second Year	ALLIED COURSE – VII	Semester-IV
Course Code : (AC - 7)	WELFARE OF PERSONS WITH DISABILITIES	Credits: 3

Course Objective:

The aim of this course is to enable students to understand the concept of disability, its types, causes, and legislative framework, and equip them with knowledge of rehabilitation approaches and social work interventions for persons with disabilities.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Disability: Concept of Disability, Impairment and Rehabilitation; Types of Disabilities - Visually Challenged, Hearing Impaired, Mentally Challenged, Orthopedically Affected including Spastic Children and Leprosy Cured; Psycho-Social Problems of the Disabled; Social Work Intervention with the Disabled.

Unit II

Causes of Disabilities: Poverty, Poor Access to Health, Illness, Dangerous Work Conditions, Malnutrition, Vitamin Deficiencies, Genetic Disorder, Congenital Deformities, Accidents, etc.

Unit III

Legislation on Disability: The Rights of Persons with Disability Act 2016 - Emphasis on the Salient Features of the Acts.

Unit IV

Government Schemes on Disability: Government Schemes for Disabled offered by the State Commissioner for the Disabled - (A) Special Education (B) Training Programme (C) Employment of Persons with Disability (D) Self-Employment for Disabled (E) Supplying of Aids and Appliances; Grant-in-Aid to NGOs; Vocational Training and Welfare of Persons with Disabilities in Tamil Nadu; Functions of Department for the Welfare of the Disabled, District Disabled Rehabilitation Office, Early Intervention Centre.

Unit V

Approaches in Rehabilitation: Community-Based Approach and Outreach Programmes by NGOs for the Disabled; Role of Family in the Treatment, Training and Rehabilitation of the Disabled; Levels of Rehabilitation - Preventive, Promotion, Tertiary; Roles of Social Worker for the Welfare of Disabled.

REFERENCE

1. World Health Organization. (2022). *Global Report on Health Equity for Persons with Disabilities*.
2. United Nations. (2021). *Convention on the Rights of Persons with Disabilities Report*.
3. Government of India. (2023). *Rights of Persons with Disabilities Act Implementation Report*.
4. Oliver, M., & Barnes, C. (2020). *The New Politics of Disablement*. Palgrave Macmillan.
5. Barnes, C., Mercer, G., & Shakespeare, T. (2020). *Exploring Disability* (3rd ed.). Polity Press.
6. Goodley, D. (2021). *Disability Studies: An Interdisciplinary Introduction*. Sage Publications.
7. National Institute for the Empowerment of Persons with Intellectual Disabilities. (2023). *Disability Rehabilitation and Welfare Report*.
8. UNICEF. (2022). *Children with Disabilities and Inclusive Development Report*.
9. Shakespeare, T. (2021). *Disability: The Basics*. Routledge.
10. WHO & World Bank. (2021). *World Report on Disability*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept of disability, its types, and the psycho-social problems faced by persons with disabilities.	L1; L2
CO2	Identify the causes of various disabilities including poverty, illness, genetic disorders, and accidents.	L2; L3
CO3	Analyze the legislative provisions for persons with disabilities under the Persons with Disabilities Acts of 1995 and 2016.	L3; L4
CO4	Describe government schemes, institutional services, and vocational training programmes for persons with disabilities.	L2; L3
CO5	Apply community-based rehabilitation approaches and social work roles in the prevention, promotion, and tertiary rehabilitation of persons with disabilities.	L3; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

Second Year	ALLIED COURSE – VII	Semester-IV
Course Code : (AC - 7)	SOCIAL POLICY & PLANNING	Credits: 3

Course Objective:

This course aims to familiarize students with the concepts, scope, and approaches of social policy and planning, and to enable them to critically analyze Indian social policies and their implications for social work practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction: Social Policy – Definition and meaning; Historical development of social policy, welfare and ideology.

Unit II

Scope and Approaches of Social Policy: Social Policy as an intervention process; The practice components, rights-based approach and capabilities approach.

Unit III

Global Social Policy: The threat of globalisation to welfare regimes, ecological concerns; Global and Regional social governance; National organisations; Social policies, global governance, reforms; Global transfer of Social Policy; Future of Social Policy.

Unit IV

Planning Social Policy: Definition of Planning; Concept of Project Planning - Identification, Design, Appraisal; Implementation, Monitoring, Evaluation.

Unit V

Social Policies in India: Objectives, Features and Outcomes - National Policy on Education; National Health Policy 2020; National Policy for Children (2013); National Policy for Older People (2011); National Policy for the Differently Abled (2016) . Tamil Nadu State Policies – children, women.

REFERENCE

1. Midgley, J., & Livermore, M. (2021). *The Handbook of Social Policy* (3rd ed.). Sage Publications.
2. Alcock, P., Haux, T., May, M., & Wright, S. (2022). *The Student's Companion to Social Policy* (6th ed.). Wiley Blackwell.
3. Government of India, NITI Aayog. (2023). *Social Sector and Development Report*.
4. Spicker, P. (2021). *Social Policy: Theory and Practice*. Policy Press.
5. Titmuss, R. M. (2020). *Essays on the Welfare State*. Policy Press.
6. United Nations Development Programme (UNDP). (2023). *Human Development Report*.
7. Dreze, J., & Sen, A. (2021). *An Uncertain Glory: India and Its Contradictions*. Princeton University Press.
8. Hill, M. (2020). *Understanding Social Policy* (11th ed.). Wiley.
9. Ministry of Social Justice and Empowerment, Government of India. (2023). *Social Welfare Policy Report*.
10. World Bank. (2022). *Social Protection and Policy Development Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the definition, historical development, and ideological underpinnings of social policy and welfare.	L1; L2
CO2	Analyze social policy as an intervention process including rights-based and capabilities approaches.	L2; L3; L4
CO3	Evaluate global social policy frameworks, welfare regimes, and the impact of globalization on social welfare.	L3; L4
CO4	Apply planning concepts including project identification, design, implementation, monitoring, and evaluation to social welfare programmes.	L3; L4
CO5	Critically examine key Indian social policies on education, health, children, older persons, and persons with disabilities.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	ALLIED COURSE – VIII	SEMESTER-IV
COURSE CODE : (AC - 8)	GERONTOLOGICAL SOCIAL WORK	CREDITS: 3

Course Objective:

This course aims to enable students to understand the ageing process, problems faced by the aged, and the role of social workers and institutional services in promoting the welfare of older persons.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Ageing: Definition, types; Demographic profile of the ageing population in rural and urban areas; Perspectives on the population of ageing in India.

Unit II

Problems of the Aged: Health, family, social relations and employment problems; Retirement as a social and economic event; Changing status of the aged in Indian society.

Unit III

Gerontology: Meaning and Definition; Dimensions of ageing: Physiological Aspects of Ageing, Psychological dimensions of ageing, Social and cultural dimensions of Ageing; Perspectives on Ageing.

Unit IV

Geriatric Service: Meaning and Definition; Geriatric services in India; Social Welfare Services for the Aged; Old Age Social Security measures in India and other countries; Rehabilitation and community linkage programme.

Unit V

Agencies for Aged Welfare: National and International Agencies for Aged Welfare; Family Social Work with the Aged.

REFERENCE BOOKS

1. Berkman, B., & D'Ambruoso, S. (2021). *Handbook of Social Work in Health and Aging*. Oxford University Press.
2. Hooyman, N. R., & Kiyak, H. A. (2021). *Social Gerontology: A Multidisciplinary Perspective* (11th ed.). Pearson.
3. National Institute on Ageing. (2022). *Ageing and Health Report*.
4. World Health Organization. (2022). *Decade of Healthy Ageing Report 2021–2030*.
5. Achenbaum, W. A. (2020). *Social Work and Aging*. Springer Publishing.
6. Government of India, Ministry of Social Justice and Empowerment. (2023). *Senior Citizens Welfare Report*.
7. Quadagno, J. (2021). *Aging and the Life Course* (8th ed.). McGraw Hill.
8. HelpAge India. (2023). *State of Elderly in India Report*.
9. Estes, C. L., Biggs, S., & Phillipson, C. (2020). *Social Theory, Social Policy and Ageing*. Open University Press.
10. Cox, C. (2021). *To Grandmother's House We Go and Stay: Perspectives on Custodial Grandparents*. Springer

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the definition, types, and demographic profile of the aging population in rural and urban areas.	L1; L2
CO2	Identify the health, family, social, and economic problems faced by the aged in Indian society.	L2; L3
CO3	Analyze the physiological, psychological, social, and cultural dimensions of gerontology.	L3; L4
CO4	Describe geriatric services, social welfare services, and old age social security measures in India and other countries.	L2; L3
CO5	Evaluate the role of national and international agencies and social work interventions for aged welfare.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

SECOND YEAR	ALLIED COURSE – VIII	SEMESTER-IV
COURSE CODE : (AC - 8)	PARTICIPATORY APPROACHES IN DEVELOPMENT	CREDITS: 3

Course Objective:

This course aims to equip students with a thorough understanding of participatory development theory, techniques of participatory assessment, and strategies for inclusive and ethical community engagement in social work practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Participation and Development: Participatory development - Meaning, concept and definitions of participation; Evolution of participatory development: Top-Down vs Bottom-Up approach; Typologies of participation: Arnstein's Ladder of Citizen Participation (1969); passive participation to self-mobilization; The 'Tyranny of Participation' (Cooke & Kothari) - critical perspectives on co-optation and tokenism; Role of Government, Civil Society and NGOs in facilitating participation.

Unit II

Theories of Participation: Theoretical Anchors - Strength-based Perspective, Asset-Based Community Development (ABCD) and Empowerment Theory; Relevance of participation to Social Work ethics and professional values; Conscientization and dialogue: Paulo Freire's contribution to social work practice; Anti-Oppressive Practice and decolonizing social work in participatory spaces; Shifting professional identity: Social Worker as 'Facilitator' vs 'Expert'; Self-awareness, power dynamics and cultural humility in the field.

Unit III

Techniques of Participatory Assessment: Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA); Spatial Tools: Social mapping, Resource mapping and participatory GIS; Temporal Tools: Seasonal calendars, Daily routine charts and Historical timelines; Relational Tools: Venn diagrams and Institutional mapping; Ethical facilitation of PRA tools: Avoiding misuse of data and promoting community participation and development.

Unit IV

Intersectionality and Inclusive Participation: Understanding intersectionality in the Indian context (Caste, Class, Gender, Religion and Age); Identifying the 'Excluded': Persons with disabilities, LGBTQ+ communities and marginalized women; Barriers to participation: Structural, cultural and systemic barriers in community meetings; Strategies for inclusive facilitation: Accessible meeting spaces, timing, language and creating safe spaces; Case studies of inclusive community organizing in India.

Unit V

Participatory Action Research: Principles, processes and social worker in Action Research; Participatory Monitoring and Evaluation (PM&E): Donor-driven vs community-driven indicators; Evaluation techniques: Theory of Change (ToC), Monitoring, Evaluation, Accountability and Learning (MEAL), Most Significant Change (MSC) and Storytelling as evaluation; Contemporary Frontiers: Digital participation, e-governance and digital divide; Eco-Social Work: Participatory approaches to climate resilience and Disaster Risk Reduction (DRR).

REFERENCE

1. Chambers, R. (2021). *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. Routledge.
2. Cornwall, A. (2020). *The Participation Reader*. Zed Books.
3. Ife, J. (2020). *Community Development in an Uncertain World*. Cambridge University Press.
4. Kumar, S. (2021). *Methods for Community Participation*. Sage Publications.
5. World Bank. (2022). *Participatory Development and Community Empowerment Report*.
6. United Nations Development Programme (UNDP). (2023). *People-Centred Development Report*.
7. Pretty, J. N. (2020). *Participatory Learning for Sustainable Agriculture*. World Development Journal.
8. Ledwith, M. (2020). *Community Development: A Critical Approach* (3rd ed.). Policy Press.
9. Ministry of Rural Development, Government of India. (2023). *Participatory Rural Development Report*.
10. Cooke, B., & Kothari, U. (2021). *Participation: The New Tyranny?* Zed Books.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the meaning, evolution, and typologies of participatory development and the role of different stakeholders.	L1; L2
CO2	Apply theoretical frameworks of participation including ABCD, Freire's conscientization, and anti-oppressive practice in social work.	L3; L4
CO3	Use participatory assessment techniques such as PRA/PLA tools including spatial, temporal, and relational tools ethically.	L3; L4
CO4	Analyze intersectionality and systemic barriers to inclusive participation and develop strategies for inclusive community facilitation.	L3; L4
CO5	Design and evaluate participatory action research and community-driven monitoring and evaluation processes.	L4; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	SKILL ENHANCEMENT COURSE-III	SEMESTER- VI
COURSE CODE : SEC-3	LEADERSHIP AND TEAM BUILDING	CREDITS: 2

Course Objective:

The course aims to introduce the concepts, principles, and practices of leadership and team building in social work and social welfare settings. The course focuses on developing leadership competencies, communication skills, group facilitation techniques, and teamwork necessary for the methods of social work.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Leadership: Meaning, definition, nature, concept and importance of leadership, Leadership and social work profession, Characteristics of effective social work leaders, Role of leadership in community development and social change

Unit II

Leadership Theories and Styles: Trait Theory of Leadership, Behavioural Theory, Situational and Contingency Approaches, Transformational and Transactional Leadership, Democratic, Autocratic, and Laissez-faire Leadership, Ethical and Participatory Leadership in Social Work

Unit III

Communication and Leadership Skills: The process of Communication and its barriers; active listening and empathy. Interpersonal relations and trust building, Emotional intelligence in leadership, public speaking and presentation skills

Unit IV

Team Building and Group Dynamics: Concept and importance of teams, Types of teams among the community or social welfare organisations, Stages of team development by Tuckman, Roles and responsibilities of a team.

Unit V

Conflict Resolution and Decision Making: Nature and sources of conflict, Conflict management strategies, Negotiation and mediation skills, Decision-making techniques at the group level, Leadership in crises, Inclusive Leadership,

REFERENCE:

1. Brandler, S., & Roman, C. P. (1999). *Group work: Skills and strategies for effective interventions*. Routledge.
2. Northouse, P. G. (2025). *Leadership: Theory and practice*. Sage publications.
3. Peters, S. C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44.
4. Martin, R. (2013). *Teamworking skills for social workers*. McGraw-Hill Education (UK).
5. Rothman, J., Erlich, J. L., & Tropman, J. E. (2008). *Strategies of community intervention* (7th ed.). Peacock Publishers
6. Van Zwanenberg, Z. (2010). *Leadership in social care* (Vol. 51). Jessica Kingsley Publishers.
7. Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Pearson.
8. Mahesh, S., & Miller, R. (2025). Building on strengths to develop the leadership of social workers. *Social Work Education*, 44(4), 879-897.
9. Breshears, E., & Volker, R. (2012). *Facilitative leadership in social work practice*. Springer Publishing Company.
10. Rofuth, T. W., & Piepenbring, J. M. (2019). *Management and leadership in social work: A competency-based approach*. Springer Publishing Company.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concepts and significance of leadership in social work practice.	L1; L2
CO2	Examine various leadership theories and styles relevant to social welfare organizations. Understand group dynamics and team-building processes.	L2; L3
CO3	Apply leadership and teamwork principles in community development and social action initiatives.	L3; L4
CO4	Analyze group dynamics and facilitate team functioning. Resolve conflicts using appropriate leadership strategies, Organize and coordinate teams for social action, advocacy, and community development.	L4; L5
CO5	Exhibit leadership qualities in social welfare organizations and community programs. Practice ethical and inclusive leadership in professional social work settings.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	2	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	SKILL ENHANCEMENT COURSE-III	SEMESTER- VI
COURSE CODE : SEC- 3	FUNDRAISING AND RESOURCE MOBILIZATION	CREDITS: 2

Course Objective:

The paper aims to introduce the concepts, principles, and practices of resource mobilization and fundraising for social welfare organizations. The paper equips students with the knowledge and skills required to identify, access, manage, and utilise financial and non-financial resources for community development and welfare services. It aims to provide knowledge on crowdfunding and corporate partnerships for the betterment of the marginalised communities.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Funding and Resource Mobilization: Concept, meaning of resource mobilization and Importance of fundraising and resource mobilization in social work, Types of resources: Financial, Human, Material, Technical, and Social Capital, sustainability of resource mobilisation, Mobilisation of resources for NGO's and CBOs.

Unit II

Sources of Funding for Social Welfare Organizations: Identification of Government grants and schemes, National and international donor agencies, CSR initiatives, philanthropic organisations. Individual donors, community and local fundraising.

Unit III

Fundraising Techniques and Strategies: Ethics of fundraising, Campaign planning and fundraising events, Online and crowdfunding, Social media and digital fundraising, Volunteer involvement in fundraising, Building and maintaining donor relationships and donor retention.

Unit IV

Project Proposal Writing and Budgeting: Components of a project proposal, including assessments and identifying the resources, Goal setting and project objectives, Logical framework and project planning, budget preparation and financial planning. Monitoring and reporting requirements

Unit V: Community Resource Mobilisation and Accountability and transparency: Community participation and ownership, Mobilizing local resources and stakeholders, Networking and partnership building, Advocacy for resource generation, Ethical issues in fundraising, Transparency in resource utilization

REFERENCE

1. Akingbola, K. (2015). *Managing human capital in the nonprofit sector*. Springer.
2. Klein, K., & Yogi, S. (2022). *Fundraising for social change*. John Wiley & Sons.
2. Lewis, D. (2014). *Non-governmental organizations, management and development* (3rd ed.). Routledge.
3. Kapyepye, M. (2013). *Resource Mobilisation for NGOs in the Developing World*. Adonis & Abbey Publishers Ltd.
3. Payton, R. L., & Moody, M. P. (2008). *Understanding philanthropy: Its meaning and mission*. Indiana University Press.
4. Tempel, E. R., Seiler, T. L., & Burlingame, D. F. (Eds.). (2016). *Achieving excellence in fundraising* (4th ed.). Wiley.
5. Anand, N. (2022). Resource Mobilization Strategies in Social Work Practice: A Comprehensive Guide. *Community & Community Organization*, 84.
6. Worth, M. J. (2021). *Fundraising: Principles and practice* (3rd ed.). Sage Publications.
7. Kazanskaia, A. N. (2025). Digital Fundraising and the Transformation of Non-Profit Resource Mobilization. *NEYA Global Journal of Non-Profit Studies*.
8. Batti, R. C. (2014). Challenges facing local NGOs in resource mobilization. *Humanities and Social Sciences*, 2(3), 57-64.
9. Edwards, B., & McCarthy, J. D. (2004). Resources and social movement mobilization. *The Blackwell companion to social movements*, 116-152.
10. Lawrence, A. M. (2020). ASSESSING CHALLENGES AND OPPORTUNITIES IN RESOURCE MOBILIZATION AND FUNDRAISING FOR NON-GOVERNMENTAL ORGANIZATIONS IN NAROK TOWN, KENYA.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concept and importance of fundraising and resource mobilization. Identify various sources of funding for social welfare organizations and community projects.	L1; L2
CO2	Understand donor relations and fundraising strategies, and apply fundraising techniques in social work settings.	L2; L3
CO3	Apply ethical principles in fundraising and resource management, Analyze the CSR initiatives of a company.	L3; L4
CO4	Identify diverse funding opportunities for social welfare programs, Demonstrate ethical and transparent practices in resource management.	L4; L5
CO5	Design resource mobilization plans for social development programs. Develop sustainable resource mobilization plans for social welfare organizations. Conduct a community resource mapping exercise	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

SECOND YEAR	INTERDISCIPLINARY COURSE- 4	SEMESTER-IV
COURSE CODE : (IDC-4)	YOUTH IN CONTEMPORARY SOCIETY	CREDITS: 2

Course Objective:

This course aims to develop an understanding of youth as a social category, the challenges and opportunities they face in contemporary society, and the role of social workers in promoting youth development and civic engagement.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction: Defining Youth; Social Construction of Youth – Changing conceptions of Youth; Perspectives of youth: cultural, comparative and biographic; Youth Demographics; Youth power: youth as social capital, youth as change agents, socio-political movements.

Unit II

Approaches to Understanding Youth: Youth in Society and Culture; Youth as Action - Transition and Identity formation; Citizenship and Civic engagement; Youth: Inequality and dependence – Social inclusion – Equity and Access.

Unit III

Youth in contemporary society: Challenges and Opportunities: Youth in the context of globalization; Education and Skill Development, Employability and Employment; Health - Physical, Mental and spiritual well-being. National Youth Policy 2021

Unit IV

Marginalized Youth Categories: Understanding the special needs of marginalized youth categories: Scheduled Caste, Scheduled Tribes, Rural Youth, Differently abled, LGBT, Minorities, Women, Youth in Conflict with law, Migrants, Street Youth, Youth living in slums, Youth living with HIV/AIDS, Youth under the influence of addictions; Youth in conflict situations.

Unit V

Youth and Conflict: Youth as both participants and victims; Issues of Youth exclusion and violence: Structural factors; Demography: the significance of the youth bulge, lack of livelihood opportunities, Education and skills, poor governance and weak political participation, Gender inequalities and legacy of past violence.

REFERENCE

1. Jeffrey, C. (2021). *Youth, Class and Time among Unemployed Young Men in India*. Stanford University Press.
2. United Nations. (2023). *World Youth Report 2023*.
3. Government of India, Ministry of Youth Affairs and Sports. (2023). *National Youth Policy Report*.
4. France, A. (2020). *Understanding Youth in Late Modernity*. Open University Press.
5. Woodman, D., & Wyn, J. (2021). *Youth and Generation*. Sage Publications.
6. UNICEF. (2022). *Adolescent and Youth Development Report*.
7. Checkoway, B. (2020). *Youth Participation and Community Change*. Routledge.
8. WHO. (2022). *Adolescent Mental Health and Wellbeing Report*.
9. Sharma, R. (2021). *Indian Youth and Social Change*. Rawat Publications.
10. UNDP. (2023). *Youth and Human Development Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the social construction of youth, youth demographics, and the changing conceptions of youth in contemporary society.	L1; L2
CO2	Analyze theoretical approaches to understanding youth including transition, identity formation, citizenship, and social inclusion.	L2; L3; L4
CO3	Identify the challenges and opportunities for youth in the context of globalization, education, employment, and health.	L2; L3
CO4	Understand the special needs and vulnerabilities of marginalized youth categories including SC/ST, rural, LGBTQ+, and youth in conflict with law.	L2; L4
CO5	Evaluate the structural factors contributing to youth exclusion and violence, and propose strategies for youth empowerment and conflict resolution.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

SECOND YEAR	INTERDISCIPLINARY COURSE- 4	SEMESTER-IV
COURSE CODE : (IDC-4)	BASICS OF INDIAN CONSTITUTION	CREDITS: 2

Course Objective:

The aim of this course is to familiarize students with the fundamental principles of the Indian Constitution, the structure of governance at the Union, State, and local levels, and the constitutional mechanisms for the welfare of marginalized sections.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction to Indian Constitution: Constitution - meaning of the term; The making of the Indian Constitution; Sources and constitutional history; Philosophy of Constituent Assembly; Citizenship, Preamble, Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II

The Union - Executive, Legislative and Judiciary: Union Government and its Administration Structure; President and Vice President: Role, power and position; PM and Council of Ministers; Cabinet and Central Secretariat; Lok Sabha, Rajya Sabha; The Supreme Court and High Court: Powers and Functions.

Unit III

The States and The Union Territories: State Government and its Administration; Governor - Role and Position; CM and Council of Ministers; State Secretariat: Organisation, Structure and Functions; Relation between the Union and the States.

Unit IV

Local Administration: District Administration Head - Role and Importance; Municipalities - Mayor and role of Elected Representative; Panchayati Raj: Functions; PRI: Zilla Panchayat, Elected officials and their roles; Block level Organizational Hierarchy; Village level - Role of Elected and Appointed officials; Importance of grass-root democracy.

Unit V

Emergency Provisions and Election Commission: Emergency: Proclamation of Emergency, types of emergencies; Election Commission: Role of Chief Election Commissioner; State Election Commission; Functions of Commissions for the welfare of SC/ST/OBC and women.

REFERENCE

1. Basu, D. D. (2021). *Introduction to the Constitution of India*. Lexis Nexis.
2. Laxmikanth, M. (2023). *Indian Polity* (7th ed.). McGraw Hill.
3. Pylee, M. V. (2020). *Constitutional Government in India*. S. Chand Publishing.
4. Kashyap, S. C. (2021). *Our Constitution*. National Book Trust.
5. Government of India. (2023). *The Constitution of India*. Ministry of Law and Justice.
6. Jain, M. P. (2021). *Indian Constitutional Law*. Lexis Nexis.
7. Austin, G. (2020). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
8. NCERT. (2022). *Indian Constitution at Work*. NCERT Publications.
9. National Human Rights Commission. (2023). *Fundamental Rights and Duties Handbook*.
10. Ministry of Parliamentary Affairs. (2023). *Parliamentary Democracy in India Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the making, philosophy, and salient features of the Indian Constitution including Preamble, Fundamental Rights, and Directive Principles.	L1; L2
CO2	Describe the structure and functioning of the Union Executive, Legislature, and Judiciary.	L2; L3
CO3	Understand the administration of States and Union Territories and the relationship between Union and States.	L2; L3
CO4	Analyze the structure and functioning of local self-government institutions including Municipalities and Panchayati Raj Institutions.	L3; L4
CO5	Evaluate emergency provisions, the role of the Election Commission, and commissions for SC/ST/OBC and women welfare.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE-9	SEMESTER-V
COURSE CODE : (CC-9)	THEORIES OF SOCIAL WORK	CREDITS: 4

Course Objective:

This course aims to introduce students to the foundational theories used in social work practice, including Role Theory, Social Learning Theory, Crisis Theory, and Psycho-Analytical Theory, and to enable them to apply these theories effectively in social work interventions.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning.

COURSE CONTENT

Unit I

Theory : Definition, Functions, Characteristics - Relevance and Importance of Theory in Social Work; Structuralism and Functionalism of Theory.

Unit II

Role Theory : Definition, Characteristics of Role; Concepts and Constructs of Role Theory - Learning of Roles, Role Set, Role Vigor, Role Ambiguity, Role Conflict, Role Complementary and Dis-Complementary; Concept of Role in Social Work; Application of Role in Social Work.

Unit III

Social Learning Theory : General Principles - Behaviours Learned Through Modelling; SLT Concepts - Observational Learning, Intrinsic Reinforcement, Modelling Process; SLT Perspectives.

Unit IV

Crisis Theory : Origin - Sociological Studies in Crisis Theory; Social Work and Crisis Theory; Social Work Practice in a Crisis Situation; Treatment in Crisis Theory.

Unit V

Psycho-Analytical Theory : Structure of Personality - ID, Ego, Superego; Levels of Consciousness - Conscious, Preconscious and Unconscious; Psychosexual Development and its Impact on Personality; Defence Mechanism.

REFERENCE

1. Payne, M. (2021). *Modern Social Work Theory* (5th ed.). Oxford University Press.
2. Walsh, J. (2021). *Theories for Direct Social Work Practice* (4th ed.). Cengage Learning.
3. Turner, F. J. (2020). *Social Work Treatment: Interlocking Theoretical Approaches*. Oxford University Press.
4. Healy, K. (2022). *Social Work Theories in Context*. Palgrave Macmillan.
5. Greene, R. R., & Roberts, A. R. (2021). *Human Behavior Theory and Social Work Practice*. Routledge.
6. Saleebey, D. (2021). *The Strengths Perspective in Social Work Practice*. Pearson.
7. Dominelli, L. (2021). *Anti-Oppressive Social Work Theory and Practice*. Palgrave Macmillan.
8. Hutchison, E. D. (2021). *Dimensions of Human Behavior*. Sage Publications.
9. National Association of Social Workers (NASW). (2021). *Standards for Social Work Practice*.
10. Gray, M., Midgley, J., & Webb, S. A. (2020). *The Sage Handbook of Social Work*. Sage Publications.

Course Outcomes: at the end of the course the students would be able to:

CO1	Understand the definition, functions, characteristics, and relevance of theory in Social Work, including structuralism and functionalism.	L1; L2
CO2	Describe the concepts and constructs of Role Theory and apply role-based perspectives in Social Work practice.	L2; L3
CO3	Understand the general principles of Social Learning Theory including observational learning, modelling, and intrinsic reinforcement and apply them to social work practice.	L2; L3; L4
CO4	Analyze the origin and development of Crisis Theory and apply social work practice methods in crisis situations.	L3; L4
CO5	Understand the structure of personality, psychosexual development, levels of consciousness, and defense mechanisms in Psycho-Analytical Theory and apply these in social work.	L2; L3; L4
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE - 10	SEMESTER-V
COURSE CODE : (CC-10)	FAMILY AND CHILD WELFARE	CREDITS: 4

Course Objective:

The aim of this course is to familiarize students with the philosophy of family and child welfare, the problems of children, family planning, legislative provisions, and the role of voluntary and government agencies in promoting family and child welfare services.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Family : Meaning and Philosophy of Family; Importance of Family; Changing Patterns of Family in Indian Context; Single Parent Family: Definition, Types, Issues and Challenges; Child-Parent Relationship: Issues and Remedies.

Unit II

Child Welfare : Definition of Child; Concept and Meaning of Child Welfare; National Child Welfare Policy in India; Children in Difficult Circumstances: Child Labours, Street Children, Trafficked Children, Child-Beggars, Abused Children, Children Living with HIV/AIDS; Problems of Girl Children.

Unit III

Family Welfare Planning : Family Welfare Planning; Family Welfare Programmes; Methods of Family Planning: Artificial and Natural Family Planning Methods; Role of Social Worker in Promoting Family Welfare Programmes.

Unit IV

Family And Child Welfare Services : Family and Child Welfare Services; Legislative Provisions for Children in India (Salient Features): Pre-Conception and Pre-Natal Diagnostic Techniques Act; Programmes and Policies for Child Welfare: Sarva Siksha Abhiyan, Integrated Child Development Scheme, Integrated Child Protection Scheme, Central Adoption Resource Authority, National Commission for Protection of Child Rights; Role of Central and State Government in Family and Child Welfare.

Unit V

Role Of Voluntary Agencies : Role of Voluntary Agencies in Family and Child Welfare Services; Institutional Services: Residential Homes for Children, Shelter Homes, Aftercare Homes, Homes for Special Children, SOS Villages; Non-Institutional Services: Sponsorship, Day/Night Care Centres, Foster Care, Adoption; National and International Organisations Working for Children.

REFERENCE

1. UNICEF. (2023). *State of the World's Children Report*.
2. Government of India, Ministry of Women and Child Development. (2023). *Child Welfare and Protection Report*.
3. Hurlock, E. B. (2020). *Child Growth and Development*. Tata McGraw Hill.
4. Santro
5. ck, J. W. (2021). *Child Development* (15th ed.). McGraw Hill.
6. Bajpai, A. (2021). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
7. Kaushik, A. (2020). *Family Welfare and Child Development*. Sage Publications.
8. WHO. (2022). *Early Childhood Development and Care Report*.
9. Bee, H., & Boyd, D. (2020). *The Developing Child*. Pearson Education.
10. Save the Children. (2022). *Global Childhood Report*.
11. UN Women. (2023). *Family Wellbeing and Gender Equality Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the meaning, philosophy, and changing patterns of family in the Indian context including single-parent families and child-parent relationships.	L1; L2
CO2	Identify and analyze the concept of child welfare, national child welfare policy, and the problems of children in difficult circumstances.	L2; L3; L4
CO3	Describe family welfare planning programmes, methods of family planning, and the role of social workers in promoting family welfare.	L2; L3
CO4	Understand the legislative provisions for children in India and analyze key programmes and policies for child welfare.	L2; L3; L4
CO5	Evaluate the role of voluntary agencies, institutional and non-institutional services, and national and international organizations working for children.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6>Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE- 11	SEMESTER-V
COURSE CODE : (CC-11)	INTRODUCTION TO COUNSELLING AND GUIDANCE	CREDITS: 4

Course Objective:

The aim of this course is to introduce students to the fundamental concepts, principles, approaches, and skills of counselling, and to enable them to apply counselling in various professional settings.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Counselling: Concept, Goals, Purpose, Objectives, Basic Principles; Counselling as Profession, Professional Standards and Ethics.

Unit II

Counselling Relationship: Acceptance, Warmth, Responsiveness, Faith, Therapeutic Relationship, Empathy, Unconditional Positive Regard, Congruence; Types of Counselling - Individual Counselling and Group Counselling.

Unit III

Approaches to Counselling: Directive Counselling, Non-Directive Counselling and Eclectic Counselling; Counselling Skills; Interviewing: Listening and Interpersonal Skills, Communication, Communication Barriers, Overcoming Communication Barriers.

Unit IV

Qualities and Skills of Counsellor: Qualities and skills of an effective counsellor; Counselling and vocational guidance.

Unit V

Counselling in Different Settings: Family Counselling, Marital and Premarital Counselling, Counselling in Schools, Colleges and Industries, Grief Counselling.

REFERENCE

1. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Gladding, S. T. (2020). *Counseling: A Comprehensive Profession* (9th ed.). Pearson Education.
3. Egan, G. (2021). *The Skilled Helper* (11th ed.). Cengage Learning.
4. Gibson, R. L., & Mitchell, M. H. (2021). *Introduction to Counseling and Guidance*. Pearson.
5. Nelson-Jones, R. (2021). *Basic Counselling Skills*. Sage Publications.
6. Capuzzi, D., & Stauffer, M. D. (2020). *Counseling and Psychotherapy: Theories and Interventions*. Wiley.
7. American Counseling Association. (2021). *ACA Code of Ethics*.
8. WHO. (2022). *Mental Health and Psychosocial Support Services Report*.
9. Cormier, S., Nurius, P. S., & Osborn, C. J. (2021). *Interviewing and Change Strategies for Helpers*. Brooks/Cole.
10. Sharf, R. S. (2020). *Theories of Psychotherapy and Counseling*. Cengage Learning.

Course Outcomes: at the end of the course the students would be able to:

CO1	Understand the concept, goals, purpose, objectives, and basic principles of counselling as a profession.	L1; L2
CO2	Identify and apply the essential elements of a therapeutic counselling relationship including empathy, acceptance, and congruence.	L2; L3
CO3	Differentiate between directive, non-directive, and eclectic counselling approaches and apply relevant counselling skills.	L2; L3; L4
CO4	Understand the qualities of an effective counsellor and the relationship between counselling and vocational guidance.	L2; L3
CO5	Apply counselling skills in diverse settings including family, schools, industries, and grief counselling contexts.	L3; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE - 12	SEMESTER-V
COURSE CODE : (CC-12)	COMMUNITY DEVELOPMENT	CREDITS: 4

Course Objective:

This course aims to enable students to understand the principles and processes of community development in rural, urban, and tribal settings, and to develop skills for effective community work and development practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Community Development: Definition, History, Objectives, Principles, and Process; Rural Urban Contrast; Rural Extension: Meaning, Objectives, Principles, Approaches, Methods and Limitations; Role of Community Development Worker.

Unit II

Nucleus Group and Rural Development: Meaning of Nucleus Group; Formation of Nucleus Group; Characteristics of Nucleus Group Members; The Power Structure; Social Education: Meaning, Scope, Objectives, Problems and Methods; Adult Education: Meaning and Adult Literacy Methods.

Unit III

Community Participation: Meaning, Elements, Principles and Obstacles in Community Participation; Role of Government & Voluntary Agencies in Rural Development; Rural Development Programmes.

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Unit IV

Urban Development: Meaning, Characteristics, Rural-Urban Linkages; City - Meaning, Classification; Urbanisation & Urbanism: Meaning and Characteristics; Slums – Definition, Characteristics; Role of State Government & NGOs in Urban Development.

Unit V

Tribal Community: Tribes: Definition, Characteristics of the Tribal Community; Nomadic, Semi-Nomadic, and De-Notified Tribes; Nehru's Panchasheel Principles of Tribes.

REFERENCE

1. Ledwith, M. (2020). *Community Development: A Critical Approach* (3rd ed.). Policy Press.
2. Ife, J. (2020). *Community Development in an Uncertain World*. Cambridge University Press.
3. Kenny, S., McGrath, B., & Phillips, R. (2021). *The Routledge Handbook of Community Development*. Routledge.
4. Rothman, J. (2021). *Approaches to Community Intervention*. Routledge.
5. United Nations. (2023). *Sustainable Development Goals Report 2023*.
6. World Health Organization. (2022). *Community Engagement Framework*.
7. Ministry of Rural Development, Government of India. (2023). *Community Participation Report*.
8. Bhattacharyya, J. (2020). *Theorizing Community Development*. Journal of the Community Development Society.
9. Pawar, M. (2021). *Social and Community Development Practice*. Sage Publications.
10. Chambers, R. (2021). *Participatory Workshops*. Routledge.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept, history, objectives, and principles of community development and the role of community development workers.	L1; L2
CO2	Describe the formation, characteristics, and functions of nucleus groups and the process of social and adult education.	L2; L3
CO3	Apply principles of community participation in mobilizing communities and understand the role of government and voluntary agencies in rural development.	L3; L4
CO4	Analyze the characteristics, challenges, and roles of government and NGOs in urban development including slum development.	L3; L4
CO5	Understand the characteristics of tribal communities and evaluate welfare approaches including Nehru's Panchasheel principles.	L2; L4
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	1	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

Third Year	CORE COURSE - 13	Semester-V
Course Code : (CC-13)	INDUSTRIAL SOCIAL WORK	Credits: 4

Course Objective:

This course aims to enable students to understand the principles of management, human resource management, industrial relations, and the application of social work methods in industrial settings.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Industrial Social Work: Meaning, Objectives, History, Principles, Skills of Industrial Social Workers, and Application of Social Work Methods; Qualities and Ethics of Professional Social Workers in the Industrial Setting; Counselling in Industries.

Unit II

Human Resource Management: Meaning, Objectives, and History; Human Resource Policies; The Importance of the Human Factor and Challenges in Industry; Role of Human Resource Manager; Human Resource Accounting and Audit; Role of Industries in CSR; Computer Applications in Human Resource Management.

Unit III

Industrial Relations: Meaning, Objectives, History; Settlement Machinery: Conciliation, Arbitration, and Adjudication; Collective Bargaining: Meaning and Types; Strike, Lockout, Layoff, and Closure - Meaning and Types; Discipline & Grievances; ILO – History, Objectives, and Function.

Unit IV

Wage and Salary Administration: Meaning, Principles; Job Evaluation - Meaning, Objectives, and Methods; Minimum Fare and Living Wages.

Unit V

Management: Meaning, Functions (Planning, Organising, Staffing, Directing, Co-Ordination, Reporting, and Budgeting - POSDCORB); Theories - Contingency Theory, Systems Theory, and Theory X and Theory Y; Globalisation, Liberalisation, Privatisation and Globalisation; Areas of Management.

REFERENCE

1. Sharma, A. M. (2020). *Aspects of Labour Welfare and Social Security*. Himalaya Publishing House.
2. Monappa, A. (2021). *Industrial Relations and Labour Laws*. Tata McGraw Hill.
3. Punekar, S. D., Deodhar, S. B., & Sankaran, S. (2021). *Labour Welfare, Trade Unionism and Industrial Relations*. Himalaya Publishing House.
4. Venkata Ratnam, C. S. (2020). *Industrial Relations*. Oxford University Press.
5. Government of India, Ministry of Labour and Employment. (2023). *Labour and Employment Annual Report*.
6. International Labour Organization (ILO). (2022). *World Employment and Social Outlook Report*.
7. Rao, P. L. (2020). *Labour Welfare and Social Security*. Excel Books.
8. Srivastava, S. C. (2021). *Industrial Relations and Labour Laws*. Vikas Publishing House.
9. Dessler, G. (2021). *Human Resource Management*. Pearson Education.
10. Mamoria, C. B., & Mamoria, S. (2020). *Dynamics of Industrial Relations in India*. Himalaya Publishing House.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the meaning, functions, theories of management and the impact of globalization, liberalization, and privatization on industry.	L1; L2
CO2	Describe the objectives, history, and challenges of human resource management and the role of social responsibility in industries.	L2; L3
CO3	Analyze the mechanisms of industrial relations including conciliation, arbitration, collective bargaining, strikes, and lockouts.	L3; L4
CO4	Understand the principles and methods of wage and salary administration and job evaluation.	L2; L3
CO5	Apply social work methods, counselling skills, and professional ethics in the industrial setting.	L3; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

Third Year	SKILL ENHANCEMENT COURSE -4	SEMESTER-V
Course Code : (SEC-4)	FUNDAMENTALS OF STATISTICS	CREDITS: 2

Course Objective:

The aim of this course is to equip students with a basic understanding of statistical concepts, methods of data classification, measures of central tendency, dispersion, and graphical presentation relevant to social work research.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Statistics: Definition, objectives, Functions; Classification of data – objectives, types, formation of discrete, continuous, relative, and bivariate frequency distribution.

Unit II

Tabulation: Meaning, types, and parts of a table; Difference between classification and tabulation; General rules of tabulation.

Unit III

Measures of Central Tendency: Mean, Median, and Mode.

Unit IV

Measures of Dispersion: Range, Inter Quartile Range, Quartile Deviation, Mean Deviation and Standard Deviation, Lorenz Curve.

Unit V

Diagrammatic and Graphic Presentation: Types – one dimensional, two dimensional, pictographs, cartogram; Techniques of constructing graphs: histogram, frequency polygon, smooth frequency curve, and ogives; Application of statistics in social work.

REFERENCE

1. Gupta, S. P. (2021). *Statistical Methods*. Sultan Chand & Sons.
2. Spiegel, M. R., Schiller, J., & Srinivasan, R. A. (2020). *Statistics*. McGraw Hill.
3. Levin, R. I., & Rubin, D. S. (2021). *Statistics for Management*. Pearson Education.
4. Aggarwal, Y. P. (2020). *Statistical Methods: Concepts, Application and Computation*. Sterling Publishers.
5. Bluman, A. G. (2021). *Elementary Statistics*. McGraw Hill.
6. Triola, M. F. (2021). *Elementary Statistics* (14th ed.). Pearson.
7. Kothari, C. R., & Garg, G. (2020). *Research Methodology: Methods and Techniques*. New Age International.
8. Field, A. (2021). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publications.
9. Daniel, W. W., & Cross, C. L. (2020). *Biostatistics: A Foundation for Analysis in the Health Sciences*. Wiley.
10. Rubin, A. (2021). *Statistics for Evidence-Based Practice and Evaluation*. Cengage Learning.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the definition, objectives, functions of statistics and methods of data classification and frequency distribution.	L1; L2
CO2	Describe the meaning, types, and rules of tabulation and distinguish between classification and tabulation.	L2; L3
CO3	Calculate and interpret measures of central tendency including mean, median, and mode.	L3; L4
CO4	Apply measures of dispersion including range, quartile deviation, mean deviation, standard deviation, and Lorenz curve.	L3; L4
CO5	Construct and interpret various types of diagrams and graphs and apply statistical tools in social work research and practice.	L3; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE -4	SEMESTER-V
COURSE CODE : (SEC-4)	SOCIAL MARKETING	CREDITS: 2

Course Objective:

This course aims to enable students to understand the concepts, strategies, and applications of social marketing as a tool for promoting social change and behaviour modification across various sectors.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction to Social Marketing and Its Environment: Definition of Social Marketing, Features, Need for Social Marketing, Evolution of Social Marketing, Social Marketing vs Commercial Marketing, Challenges of Social Marketing, Social Marketing Unique Value Proposition, Relevance of Social Marketing, Environment in Social Marketing, Components, Impact of Environment on Social Marketing.

Unit II

Social Marketing Plan, Segmentation, Targeting and Positioning: Social Marketing Plan, Steps in Developing Social Marketing Plan, Importance of Planning, Segmentation, Basis of Segmentation, Criteria for Evaluating Segments, Targeting, Selecting Target Audience for Social Marketing, Positioning and Types of Positioning.

Unit III

Managing Behaviour for Social Change: Types of Behaviour Objectives, Knowledge Objectives and Belief Objectives, Behaviour Change Models, Theories and Framework: Social Norm Theory, The Diffusion of Innovation Model, The Health Belief Model, The Ecological Model, Theory of Reasoned Action and Theory of Planned Behaviour, Social Cognitive Theory/Social Learning.

Unit IV

Agencies of Social Marketing and Corporate Social Responsibility (CSR): Meaning, NGO, Voluntary Organisation, Third Sector, Status of Voluntary Sector in India, CSR, Meaning, Overview of CSR in India, CSR Impact Evaluation, NPO Sector, Need for Governance in Not-for-Profit Sector, Ethics in Social Marketing.

Unit V

Social Marketing – A Sectoral Overview and Careers: Marketing Health, Marketing Education, Marketing Medicare, Marketing Sanitation, Marketing Financial Literacy and Savings, Marketing Digital Literacy, Marketing of Social Issues of Youth, Social Entrepreneurship, Careers in Social Marketing.

REFERENCE

1. Kotler, P., & Lee, N. (2021). *Social Marketing: Influencing Behaviors for Good* (6th ed.). Sage Publications.
2. Andreasen, A. R. (2020). *Social Marketing in the 21st Century*. Sage Publications.
3. Donovan, R., & Henley, N. (2021). *Principles and Practice of Social Marketing*. Cambridge University Press.
4. French, J., & Gordon, R. (2020). *Strategic Social Marketing*. Sage Publications.
5. Hastings, G. (2021). *Social Marketing: Rebels with a Cause*. Routledge.
6. World Health Organization. (2022). *Behaviour Change Communication and Social Marketing Report*.
7. UNICEF. (2021). *Communication for Development and Social Change Report*.

8. Government of India. (2023). *Public Awareness and Social Behaviour Change Campaign Report*.
9. Lee, N. R., & Kotler, P. (2020). *Social Marketing: Changing Behaviors for Good*. Sage Publications.
10. Weinreich, N. K. (2021). *Hands-On Social Marketing*. Sage Publications.

Course Outcomes: at the end of the course the students would be able to:

CO1	Understand the definition, features, evolution, and environmental context of social marketing and its relevance to social change.	L1; L2
CO2	Develop a social marketing plan with appropriate segmentation, targeting, and positioning strategies.	L2; L3; L4
CO3	Apply behaviour change models and theories including Health Belief Model, Diffusion of Innovation, and Social Cognitive Theory in social marketing.	L3; L4
CO4	Analyze the roles of NGOs, voluntary organizations, CSR, and governance in social marketing agencies.	L3; L4
CO5	Evaluate sectoral applications of social marketing in health, education, sanitation, financial literacy, and social entrepreneurship.	L4; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE-VI	SEMESTER- V
COURSE CODE : SEC- 5	PROFESSIONAL WRITING AND DOCUMENTATION IN SOCIAL WORK	CREDITS: 2

Course Objective:

The course aims to create a platform for professional writing and documentation for the students. The course equips students with the knowledge and skills required for effective written communication, professional record keeping, report writing, case documentation, proposal preparation, and academic writing. The course also emphasises ethical practices, accurate, and evidence-based documentation in the field of social work in various settings.

Pedagogical Methods Adopted:

Interactive lectures, writing workshops, Group discussions, issues of writing templates and formats, Audio-visual materials, Blended Learning, PPT, Discussion, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Professional Writing in Social Work: Meaning, concept and significance of professional writing, Characteristics of professional writing, Principles of clarity, accuracy, brevity, and objectivity, Professional communication.

Unit II

Social Work Recording and Documentation: importance and purpose of documentation, process recording, case work recording, intake summaries and assessments, confidentiality of data and recording procedure, data protection.

Unit III

Professional Reports and Correspondence: Report writing in social work - Fieldwork reports, Case study reports, Community survey reports, official letters and correspondence, Meeting minutes and documentation.

Unit IV

Proposal Writing and Project Documentation: Intruding Concept notes and project proposals, Need assessment and problem statements , Writing goals, objectives, and activities, Progress reports and completion reports, Documentation for funding agencies and NGOs

Unit V

Academic Writing and Referencing: Literature review and summary writing, Citation and referencing styles, writing assignments, articles, and seminar papers, and preparing abstracts and executive summaries.

Unit VI

Digital Documentation and Professional Communication: Email writing and professional etiquette, Online reporting tools, use of spreadsheets and databases for documentation, social media communication for social causes, Learning Emerging trends in digital documentation.

REFERENCE:

1. Healy, K., & Mulholland, J. (2019). Writing skills for social workers.
2. Sidell, N. L. (2015). *Social work documentation: A guide to strengthening your case recording*, NASW Press, Washington, DC, USA.
3. Weisman, D., & Zornado, J. (2017). *Professional writing for social work practice*. Springer Publishing Company.
4. Frith, L., & Martin, R. (2021). *Professional Writing Skills for Social Workers*, 2e. McGraw-Hill Education (UK).
5. Lillis, T., Leedham, M., & Twiner, A. (2020). Time, the written record, and professional practice: The case of contemporary social work. *Written Communication*, 37(4), 431-486.
6. Leon, A. M., & Pepe, J. (2010). Utilizing a required documentation course to improve the recording skills of undergraduate social work students. *Journal of Social Service Research*, 36(4), 362-376.
7. Jones, R. (2016). Writing skills for social workers. *Skills for social work practice*, 23-39.
8. Rai, L., & Lillis, T. (2013). 'Getting it Write' in social work: exploring the value of writing in academia to writing for professional practice. *Teaching in Higher Education*, 18(4), 352-364.
9. McDonald, D., Boddy, J., O'Callaghan, K., & Chester, P. (2015). Ethical professional writing in social work and human services. *Ethics and Social Welfare*, 9(4), 359-374.
10. Welch, T., & Kunzmann, L. (2018). Assessing BSW Student Documentation Skills: An Exploratory Study. *Field Educator*, 8(1).

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the importance of professional writing and documentation in social work practice, Develop skills in proposal writing, project reporting, and correspondence.	L1; L2
CO2	Develop effective written communication skills for professional and organizational settings. Maintain social work records, reports, and case documentation. Write case records, assessment reports, and fieldwork reports effectively.	L2; L3
CO3	Apply ethical principles in documentation, confidentiality, and record management	L3; L4
CO4	Utilize digital tools for professional documentation and reporting, and enhance academic writing and referencing skills for social work research and practice.	L4; L5
CO5	Use digital tools for record keeping and professional communication, Maintain confidentiality and ethical standards in documentation.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	3	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE-VI	SEMESTER- V
COURSE CODE: SEC-5	CRITICAL THINKING AND PROBLEM- SOLVING IN SOCIAL WORK	CREDITS: 2

Course Objective:

The course aims to provide a broader perspective on Critical thinking, depicting it as a fundamental skill in the field of professional social work practice. The course develops students' abilities to analyze information, evaluate evidence, identify assumptions, solve complex social problems, and make ethical decisions. The course enables students to apply logical reasoning and reflective thinking in working with individuals, groups, communities, and organizations.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Critical Thinking: Meaning, Concept and importance of critical thinking, Characteristics of a critical thinker, need for Critical thinking in social work practice , Elements of thought and reasoning, Barriers to critical thinking

Unit II

Logic, Reasoning, and Analysis: Types of reasoning: Inductive and deductive, Logical thinking and argument analysis, Recognizing assumptions and biases, Logical fallacies and errors in thinking, Evidence-based reasoning

Unit III

Critical Thinking in Social Work Practice: Critical reflection and professional judgment, Assessing client situations and social problems, Critical analysis of case work practice, Reflective practice in social work, Decision-making under uncertainty

Unit IV

Problem-Solving and Decision-Making: Problem identification and analysis, Models of Problem-solving, Decision-making processes, Risk assessment and management, Creative and innovative thinking

Unit V

Critical Analysis of Social Issues and Ethical Reasoning: Understanding social problems through critical perspectives, Evaluating evidence and research findings, Values and ethical decision-making, Cultural competence and critical awareness

REFERENCE:

1. Gambrill, E. (2012). *Social work practice: A critical thinker's guide*. Oxford University Press.
2. Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. Jossey-Bass.
3. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection* (3rd ed.). Palgrave Macmillan.
4. Kirst-Ashman, K. K. (2023). *Introduction to social work and social welfare: Critical thinking perspectives* (6th ed.). Cengage Learning.
5. Gambrill, E., & Gibbs, L. (2017). *Critical thinking for helping professionals: A skills-based workbook*. Oxford University Press.
6. Paul, R., & Elder, L. (2020). *The miniature guide to critical thinking: Concepts and tools*. Foundation for Critical Thinking.
7. Brown, K., & Rutter, L. (2008). *Critical thinking for social work*. Sage.
8. Rutter, L., & Brown, K. (2019). Critical thinking and professional judgement for social work.
9. Shier, M. L. (2011). Problem solving and social work. *Social work treatment: Interlocking theoretical approaches*, 364-373.
10. Kallet, M. (2014). *Think smarter: Critical thinking to improve problem-solving and decision-making skills*. John Wiley & Sons.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concepts, principles, and process of critical thinking.	L1; L2
CO2	Identify assumptions, biases, and logical fallacies in decision-making.	L2; L3
CO3	Apply critical thinking to assess social issues and social welfare policies.	L3; L4
CO4	Strengthen problem-solving and decision-making abilities. Demonstrate reflective and evidence-based social work practice	L4; L5
CO5	Enhance ethical reasoning and professional judgment. Evaluate social policies, programs, and research evidence critically. Develop innovative solutions to social problems.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	2	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE - 14	SEMESTER-V
COURSE CODE : (CC-14)	CORRECTIONAL SOCIAL WORK	CREDITS: 4

Course Objective:

The aim of this course is to enable students to understand the principles of correctional administration, penology, social defence, victimology, and the role of social workers in correctional and rehabilitative settings.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Correctional Administration: Introduction to Correctional Administration; History of Correctional Administration in India; Concept, Objectives and Functions of Correctional Administration; Institutional Protection for Children and Young Offenders - Observation Home.

Unit II

Penology and Corrections: Police – Judiciary – Parole – Halfway Homes – Open Air Prisons and Welfare Measures meant for Prisons – Prisoners' Rights; UN Minimum Standard Rules for Prisons.

Unit III

Social Defence in India: Juvenile Delinquency: Institutional & Non-Institutional Programmes for Delinquency; Juvenile Guidance Bureau; Boys Club; Boot Camps and Other Programmes meant for Delinquents; District Shelter for Boys and Girls and Their Functions.

Unit IV

Victimology: Concept – Philosophy – Victimology in India.

Unit V

Preventive and Curative Measures: Public Interest Litigation: Meaning, Concept, Process and Problems; Right to Information Act - Provisions and Implementation; Role of Social Worker: Social Work Intervention, Need, Methods.

REFERENCE

1. Clear, T. R., Reisig, M. D., & Cole, G. F. (2021). *American Corrections* (13th ed.). Cengage Learning.
2. Sundel, M., & Sundel, S. S. (2020). *Behavior Change in the Human Services*. Sage Publications.
3. Ministry of Home Affairs, Government of India. (2023). *Prison Statistics India Report*.
4. United Nations Office on Drugs and Crime (UNODC). (2022). *Handbook on Dynamic Security and Prison Intelligence*.
5. Hanser, R. D. (2021). *Introduction to Corrections*. Sage Publications.
6. National Crime Records Bureau. (2022). *Crime in India Report*.
7. Pollock, J. M. (2021). *Ethics in Crime and Justice*. Cengage Learning.
8. Siegel, L. J., & Bartollas, C. (2021). *Corrections Today* (4th ed.). Cengage Learning.
9. World Health Organization. (2022). *Prison Health Framework Report*.
10. Bhattacharya, S. (2020). *Correctional Administration and Rehabilitation*. Deep & Deep Publications.

11. Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept, history, objectives, and functions of correctional administration and institutional protection for children.	L1; L2
CO2	Describe the processes of penology and corrections including parole, halfway homes, open-air prisons, and prisoners' rights.	L2; L3
CO3	Analyze juvenile delinquency and institutional and non-institutional programmes for delinquency prevention in India.	L3; L4
CO4	Understand the concept and philosophy of victimology and its application in the Indian context.	L2; L3
CO5	Apply knowledge of public interest litigation, RTI, and social work methods in correctional and preventive interventions.	L3; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	CORE COURSE - 15	SEMESTER-V
COURSE CODE : (CC-13)	COMMUNITY HEALTH	CREDITS: 4

Course Objective:

This course aims to enable students to understand the principles of community health, major communicable and non-communicable diseases, the health care delivery system, and the role of social workers in promoting community health.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Health and Hygiene: Health, Primary Health Care and Public Health - Concepts and definition, factors influencing health; Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators; Community Mental Health and Community Psychiatry; Nutrition and Health: Nutrient Groups - Functions, sources and requirements; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases, prevention of Nutrition problems; Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal.

Unit II

Diseases and Occupational Health: Major Communicable diseases: Symptoms, Etiology, Transmission, Prevention and Treatment of Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Cholera and Typhoid; Immunisation schedule for children, COVID-19; Major Non-communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders; Occupational Health: Occupational Health hazards, Common Occupational diseases.

Unit III

Health Care Delivery System: Mental Hygiene movements, trends in Community Mental Health, Public health model of mental health prevention and promotion; School Health: Helping teachers identify problems, making appropriate referrals, Involvement of Voluntary Agencies; Health care delivery system at National and State levels, primary health centre, models of community health; Salient features of legislations related to health: MTP Act (Amendment) 2002, Mental Health Act 1987, Mental Health Care Act 2017, Factories Act 1949, ESI Act 1948.

Unit IV

Health Education: Meaning and importance, Principles of health education, Techniques and strategies for various community groups; Family Planning: Importance and Techniques; Use of Audio-Visual Aids and Mass Media; First Aid: Concept and methods of dealing with victims of accidents and health education in hospital and rural/slum/tribal areas.

Unit V

Health Work in the Community: Major health problems related to women and children; Socio-cultural practices, beliefs and myths influencing community health; Assessing community health needs, Mobilising core groups; Community participation: Principles and practice; Training of multi-purpose workers in community health programmes; Social Work Intervention in relation to: Immunisation, nutrition, family planning, maternal and child health, environmental issues, accident prevention, suicide prevention, COVID-19 Post Pandemic period, alcoholism and drug abuse prevention.

REFERENCE

1. Park, K. (2021). *Park's Textbook of Preventive and Social Medicine* (26th ed.). Banarsidas Bhanot.
2. World Health Organization. (2023). *World Health Statistics 2023*.
3. Schneider, M. J. (2021). *Introduction to Public Health* (6th ed.). Jones & Bartlett Learning.
4. Stanhope, M., & Lancaster, J. (2020). *Public Health Nursing* (10th ed.). Elsevier.
5. Ministry of Health and Family Welfare, Government of India. (2023). *National Health Mission Report*.
6. UNICEF. (2022). *Community Health and Child Welfare Report*.
7. Tulchinsky, T. H., & Varavikova, E. A. (2021). *The New Public Health* (4th ed.). Academic Press.
8. WHO. (2022). *Primary Health Care and Universal Health Coverage Report*.
9. Detels, R., Gulliford, M., Karim, Q. A., & Tan, C. C. (2022). *Oxford Textbook of Global Public Health* (7th ed.). Oxford University Press.
10. Government of India. (2023). *Ayushman Bharat and Community Health Services Report*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concepts of health, primary health care, nutrition, hygiene, and their interrelationship with community wellbeing.	L1; L2
CO2	Identify major communicable and non-communicable diseases and describe their symptoms, transmission, prevention, and treatment.	L2; L3
CO3	Analyze the health care delivery system at national and state levels and evaluate salient features of relevant health legislations.	L3; L4
CO4	Apply health education principles and techniques including family planning methods, first aid, and use of audio-visual aids.	L3; L4
CO5	Design community-level social work interventions in the areas of immunization, nutrition, maternal health, environmental hygiene, and disease prevention.	L3; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

Third Year	CORE COURSE - 16	SEMESTER-VI
Course Code : (CC-16)	CORPORATE SOCIAL RESPONSIBILITY	CREDITS: 4

Course Objective:

This course aims to enable students to understand the concept, legislative framework, ethical dimensions, and community participation aspects of Corporate Social Responsibility (CSR) and the role of social workers in CSR practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction to CSR: Meaning & Definition of CSR, Concept of Charity, Corporate philanthropy, Corporate Citizenship; History & evolution of CSR, Chronological evolution of CSR in India; Need to be Socially Responsible; Models of CSR - Carroll's model, CSR through triple bottom line and Sustainable Business; Steps to attain CSR; Drivers of CSR; CSR Strategies; CSR in Indian and International context.

Unit II

CSR - Legislation in India & the World: Indian Companies Act (2013): Section 135 of Companies Act 2013; Scope for CSR Activities under Schedule VII; Appointment of Independent Directors on the Board and Computation of Net Profit's Implementing Process in India; International standards and norms on CSR; Social Accounting: Definition, Objective, Scope; Social Audit: Definition, Approaches & Need; SA:8000 and Corporate Social Reporting.

Unit III

Business Ethics and Corporate Governance: Business ethics - Meaning and definitions of Ethics; Nature of business ethics; the relationship between business ethics, corporate governance and ethical leadership; Kohlberg's six stages of moral development; Levels of ethical analysis; Concept of corporate integrity; Corporate Governance – meaning, significance, principles and dimensions; Issues in corporate governance; Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.

Unit IV

CSR and Community Participation: Corporate and Community Participation; Corporate, NGO, Government and Citizen Participation; Need and types of participation; Corporate-Community Collaboration (CCC) and Social Development; Challenges and barriers to Corporate-Community Collaboration; CCC as CSR process and product; Socio-Economic Impact of CCC; Community Investment and Corporate Citizenship Programs.

Unit V

Role and Skills of Social Worker: Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising; IICA format for Annual report on CSR activities; CSR Audit & Reporting Guidelines by Companies Act 2013.

REFERENCE

1. Kotler, P., & Lee, N. (2021). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. Wiley.
2. Crane, A., Matten, D., Glozer, S., & Spence, L. (2021). *Business Ethics* (6th ed.). Oxford University Press.
3. Blow field, M., & Murray, A. (2021). *Corporate Responsibility* (4th ed.). Oxford University Press.
4. Government of India, Ministry of Corporate Affairs. (2023). *National Guidelines on Responsible Business Conduct*.
5. Visser, W. (2021). *The Age of Responsibility: CSR 2.0 and the New DNA of Business*. Wiley.
6. Chandler, D. (2020). *Strategic Corporate Social Responsibility*. Sage Publications.

7. United Nations Global Compact. (2022). *Corporate Sustainability Report*.
8. Crowther, D., & Seifi, S. (2020). *Corporate Social Responsibility and Corporate Governance*. Springer.
9. Sharma, J. P. (2020). *Corporate Governance, Business Ethics and CSR*. Ane Books.
10. ISO. (2021). *ISO 26000: Guidance on Social Responsibility*.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the meaning, evolution, models, and strategies of CSR in the Indian and international context.	L1; L2
CO2	Describe the legislative framework for CSR in India including the Companies Act, 2013 and international standards.	L2; L3
CO3	Analyze business ethics, corporate governance, and ethical leadership in the context of CSR.	L3; L4
CO4	Evaluate corporate-community collaboration and its socio-economic impact on sustainable development.	L3; L4
CO5	Apply social work skills including advocacy, administration, and organizing in CSR audit, reporting, and implementation.	L3; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

Third Year	CORE PROJECT WORK - 17	SEMESTER-VI
Course Code : (CC-17)	PROJECT (With Viva Voice)	CREDITS: 3

Objectives:

The overall objectives of the Mini project work are to make the students/trainees to

1. Identify the pertinent research Problems.
2. Collect, refer to the earlier reviews and find out the research gaps.
3. Generate aims and objectives for the research problems.
4. Learn the art of writing the research methodology chapter.
5. Convert the collected verbal data into numerical for the purpose of simple table analysis and interpretation.
6. Summarize the major findings, suggestions, and conclusion and Compile the research report with references and annexes.

Social Work trainees/ researchers are required to undertake a Mini Project on any social issue/social problem of concern.

The scientific research process is mandatory. Chapterization for the Mini project comprises an Introduction, Review of Literature, Research Methodology, Analysis & Interpretation, Findings and Suggestions. Social Work trainees/researchers should prepare and submit dissertations under the guidance of a faculty.

As a researcher, students must engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate tool of data collection, collecting the data, processing, analyzing and interpreting the data and preparing the research report. The length of the research report may be between 40-50 pages and not exceeding 60 pages .

The candidate shall be required to take up a Project Work by group or individual and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva voce.

PROJECT REPORT EVALUATION

I. Plan of the Project	—	20 marks
II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report.	—	40 Marks
III. Individual initiative	—	15 Marks
2. Viva-Voce / Internal& External	—	20 Marks
Total	—	100 Marks

COMPONENT	MARKS	PASSING MINIMUM
Project Viva-Voce	20 Marks	40% out of 20 Marks (i.e. 8 Marks)
Dissertation	80 Marks	40% out of 80 Marks (i.e. 32 Marks)
TOTAL	100 Marks	40 Marks

Note: A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate

Course Outcomes:

After successful completion of this course, the Social work trainees/ researchers will be able to:

1. Enhance the knowledge and aptitude for doing social work research.(Empirical Study).
2. To have deep knowledge of the causes and consequences of any social issues/problems.
3. To equip them with research skills to analyse social problems.
4. To interpret social problems and policies for further development.
5. To Publish articles in books and journals.

Third Year	VALUE ADDED COURSE	SEMESTER 6
Course Code :	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS	CREDITS : 2

Course Objective:

The aim of this course is to equip students with essential knowledge, skills, and strategies for competitive examinations, enhancing their communicative, analytical, and reasoning abilities for professional and career advancement.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Introduction to Competitive Examinations: Basics of competitive exams, history, purpose, objectives, types of competitive exams; **Skills for Competitive examination - Communication:** Body Language, Presentation skills, Interpersonal Skills, Time and Stress Management; Planning, Preparation; **Focus group discussion:** Preparation for a group discussion, skills for effective participation, non-verbal communication in group discussion, types of group discussions; **Interviews:** Developing an Interview Strategy, practicing for the Interview, During the Interview, Stress Interviews, Traditional Interviews; **Writing Skills:** Basics of writing, writing paragraphs, writing research articles and report writing.

Unit II

Preparation Strategy for Competitive Exams: Set SMART Goals (Specific, Measurable, Achievable, Relevant, Time-Bound); Self Management vs Time Management; Attend Online/Offline Classes Regularly; Revise on a Daily Basis; Solve Time-Bound Exercises; Mock Tests & Model Papers; Raise Doubts or Questions if any; Choose Institutes/Teachers Wisely; Choose the books, study material and resources wisely; Get Concepts Clear; Focus - Solve Previous Year Question Papers; Be Regular, Well Planned & Disciplined.

Unit III

Intelligence, Creativity, Application, Testing, Assessment: Types, Reasoning Ability, and General Intelligence; Logical Reasoning or Verbal Reasoning, Non-Verbal Reasoning; Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion; Quantitative Aptitude and Data Interpretation - Word Problems, Graphs (Bar, Line, Pie chart, etc.), Simplification.

Unit IV

Listening, Problem Solving, Thinking out of the Box, Teamwork, Being Independent, Decision Making, Being Organised, Positive Attitude, Collaboration, Understanding Learning Style, Reading; Emotional Intelligence skills: Self Awareness, Self-Regulation, Social Skills, Empathy, Motivation; Spatial and perceptual abilities, situation reaction test, Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism, English Language/Verbal Ability, Comprehension.

Unit V

General Awareness and Current Affairs: General Knowledge/Statistics, Daily News, History, Geography, Politics, Banking Awareness, Computer Knowledge.

REFERENCE

1. Aggarwal, R.S. (2017). Quantitative Aptitude for Competitive Examinations. S. Chand & Company, New Delhi.
2. Aggarwal, R.S. (2018). A Modern Approach to Verbal & Non-Verbal Reasoning. S. Chand & Company.
3. Arihant Publications - General Knowledge and Current Affairs (Annual Edition).
4. Goleman, D. (1995). Emotional Intelligence. Bantam Books, New York.
5. Lucent's General Knowledge (Annual Edition). Lucent Publications.
6. Manorama Yearbook (Annual Edition). Malayala Manorama, Kottayam.

7. Sharma, J.K. (2012). Business Statistics. Vikas Publishing House, New Delhi.
8. UPSC, TNPSC, and other Competitive Examination Official Syllabi and Previous Year Question Papers.

Course Outcomes: at the end of the course the students would be able to:

CO1	Understand the basics of competitive examinations, their types, purpose, and essential communication and time management skills.	L1; L2
CO2	Develop effective preparation strategies for competitive examinations including goal setting, revision, and practice methodologies.	L2; L3
CO3	Apply reasoning ability, quantitative aptitude, and data interpretation skills relevant to competitive examination performance.	L3; L4
CO4	Demonstrate emotional intelligence, problem solving, decision making, and collaborative skills required in professional settings.	L3; L4
CO5	Demonstrate awareness of general knowledge, current affairs, history, geography, politics, and computer basics for competitive examinations.	L2; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low,

2-Medium,

3-Strong

Third Year	SKILL ENHANCEMENT COURSE -6	SEMESTER-VI
Course Code : (SEC- 6)	MICROFINANCE AND SELF-HELP GROUPS	CREDITS: 2

Course Objective:

The aim of this course is to provide students with a foundational understanding of the financial sector, microfinance models, financial inclusion, delivery of financial products, and technical and behavioural skills required for microfinance practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit : 1

Introduction to Financial Sector in India: Introduction; Major Sectors in Indian Economy; Urban Rural Divide – Causes of Rural Distress; Infrastructure Push; Financial Sector in India; Evolution of Banking Sector in India; Functions of Banks; Channels of Services of Banks; Modes of Banking Transactions; Types of Schedule Commercial Banks in India; Types of Bank Accounts; Insurance for Deposits in Banks; Regulation in Financial Sector; Non-Banking Finance Companies; Classification of NBFCs; Priority Sector Lending; Recent Developments in Banking and Financial Services; KYC (Know Your Customer) & Anti Money Laundering; Customer & Customer Acquisition; Various Types of Customers.

Unit : 2

Microfinance in India: What is Microfinance? Why is Microfinance Important? Scope for Microfinance in India; Microfinance and Women; Microfinance & Micro-Credit; History of Microfinance; Structure of Microfinance in India; Types of Micro Lenders; Functioning of MFIs; Technology in MFI operations; Old Regulatory Framework for MFIs; New Regulatory Guideline for Microfinance loans applicable on all REs; Industry Code of Conduct.

Unit : 3

Financial Inclusion: Meaning; Objectives of Financial Inclusion; Various initiatives on Financial Inclusion; Business Correspondents model; Co-lending of loans by Banks and NBFCs for lending to the priority sector; **Self-help groups (SHGs):** Formation of SHGs - guidelines; National Rural Livelihood Mission (NRLM); Promotion of Joint Liability Groups (JLGs) and their Financing by Banks; Microfinance through Joint Liability Groups; Difference between JLG and SHG models of Microfinance; Old Regulatory Guidelines applicable on NBFC-MFIs; New Regulatory Framework for Microfinance Loans; Performance of MFIs sector.

Unit : 4

Delivery of Financial Products and Services: Introduction; Financial products offered by MFIs; Non-financial services offered by MFIs; Designing Microfinance Products; Process of Loans; Liquidity Management; Government Sponsored Schemes supporting JLG borrowers.

Unit : 5

Technical Skills and Behavioural Aspects: Introduction; Technical Skills; Behavioral and Interpersonal Skills; Customer Grievance Redressal Mechanism (GRM); Dos and Don'ts for handling customer complaints.

REFERENCE

1. NABARD. (2023). *Status of Microfinance in India Report*.
2. Ledgerwood, J. (2020). *The New Microfinance Handbook*. World Bank Publications.
3. Yunus, M. (2020). *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*. PublicAffairs.
4. Government of India, Ministry of Rural Development. (2023). *National Rural Livelihood Mission Report*.
5. Armendáriz, B., & Morduch, J. (2020). *The Economics of Microfinance* (3rd ed.). MIT Press.
6. NABARD. (2022). *SHG-Bank Linkage Programme Annual Report*.
7. Harper, M. (2021). *Microfinance and Development*. Routledge.
8. World Bank. (2022). *Financial Inclusion and Rural Empowerment Report*.
9. Reserve Bank of India. (2023). *Financial Inclusion Report*.
10. Sinha, F. (2021). *Self-Help Groups in India: Emerging Issues*. Sage Publications.

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the structure, evolution, functions, and regulatory framework of the financial sector and banking system in India.	L1; L2
CO2	Describe the concept, importance, history, structure, and regulatory framework of microfinance in India.	L2; L3
CO3	Analyze financial inclusion initiatives including business correspondents, SHGs, JLGs, and NRLM in the Indian context.	L3; L4
CO4	Identify financial and non-financial products offered by MFIs, loan processes, and government-sponsored schemes.	L2; L3
CO5	Apply technical and behavioural skills for effective microfinance practice including customer grievance redressal.	L3; L5
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE - 6	SEMESTER-VI
COURSE CODE : (SEC- 6)	THEATRICAL SKILLS FOR SOCIAL CHANGE	CREDITS: 2

Course Objective:

The aim of this course is to enable students to use theatre as a tool for social change, community mobilization, and awareness building, developing both theoretical understanding and practical skills in social work theatre practice.

Pedagogical Methods Adopted:

Lectures, Blended Learning, Flipped Learning, Online Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars / Experiential Learning, Participative Learning, Simulated Learning, Peer Group Learning, Facilitated Learning, etc.

COURSE CONTENT

Unit I

Foundations of Theatre and Social Change: Concept of theatre as a tool for social change; Theatre and Social Work practice; History of people's theatre movements (India and global); Theatre as a medium of development communication; Participatory approaches in theatre; Contributions of Augusto Boal; Theatre of the Oppressed (concept and applications).

Unit II

Elements and Forms of Theatre: Elements of theatre: body, voice, movement, space, rhythm; Expression and non-verbal communication; Acting basics and characterization; Forms of theatre: Folk theatre, Street theatre (nukkad natak), Mime and storytelling; Use of music, props, and costumes; Cultural relevance in performance.

Unit III

Techniques and Skills for Social Intervention: Improvisation techniques; Role play and simulation; Script writing based on social issues; Forum theatre and participatory methods; Audience engagement techniques; Communication and facilitation skills; Rehearsal processes and team coordination.

Unit IV

Theatre in Community and Development Practice: Theatre as a tool for community mobilization; Use in awareness programmes (health, education, gender, environment); Working with marginalized and vulnerable groups; Community participation in theatre; Adapting theatre to local context and culture; Theatre in NGOs and development sectors.

Unit V

Planning, Implementation, and Evaluation: Designing theatre-based interventions; Programme planning and execution; Workshop facilitation techniques; Monitoring and evaluation of impact; Ethical issues in theatre practice; Documentation and reporting; Use of media and digital platforms in theatre.

REFERENCE

1. Boal, A. (2020). *Theatre of the Oppressed*. Pluto Press.
2. Prentki, T., & Preston, S. (2021). *The Applied Theatre Reader*. Routledge.
3. Cohen-Cruz, J. (2020). *Engaging Performance: Theatre as Call and Response*. Routledge.
4. Freire, P. (2021). *Pedagogy of the Oppressed*. Bloomsbury Publishing.
5. Nicholson, H. (2021). *Applied Drama: The Gift of Theatre*. Palgrave Macmillan.
6. UNICEF. (2022). *Communication for Social and Behaviour Change Report*.
7. Government of India, Ministry of Culture. (2023). *Folk and Community Theatre Development Report*.
8. Thompson, J. (2020). *Performance Affects: Applied Theatre and the End of Effect*. Palgrave Macmillan.
9. Etherton, M. (2021). *The Development of African Drama*. Routledge.
10. UNESCO. (2023). *Culture and Social Transformation Report*

Course Outcome: at the end of the course the students would be able to:

CO1	Understand the concept of theatre as a tool for social change and trace the history of people's theatre movements in India and globally.	L1; L2
CO2	Identify the elements, forms, and cultural relevance of various types of theatre including folk theatre, street theatre, and mime.	L2; L3
CO3	Apply improvisation, role play, script writing, and forum theatre techniques in social work intervention contexts.	L3; L4
CO4	Design and implement theatre-based awareness programmes for community mobilization with marginalized and vulnerable groups.	L3; L4; L5
CO5	Plan, implement, document, and evaluate theatre-based social interventions with ethical considerations.	L4; L5; L6
L1-Remember; L2-Understand; L3-Apply; L4-Analyze; L5-Evaluate; L6-Create		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	2
CO3	2	3	1	3	2	2	3	2	3	1
CO4	3	1	2	2	3	1	3	2	2	3
CO5	1	3	2	3	2	3	1	2	3	2

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE-VII	SEMESTER: VI
COURSE CODE: SEC-7	MONITORING AND EVALUATION SKILLS IN SOCIAL WORK	CREDITS: 2

Course Objectives:

The course aims to introduce students to Monitoring and Evaluation (M&E), which are essential components of social work practice, development programs, and social welfare administration. The course provides students with the practical skills required to monitor project implementation, assess program effectiveness, and measure outcomes. The course emphasizes the application of M&E tools in community development, NGO management, social welfare programs, and social work interventions.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Introduction to Monitoring and Evaluation: Meaning and importance of Monitoring and Evaluation, Concepts of efficiency, effectiveness, relevance, impact, and sustainability, Differences between monitoring, evaluation, assessment, and research, Role of M&E in social work and development practice, Principles and ethics of M&E.

Unit II

Planning for Monitoring and Evaluation: Program and project cycle, Logical Framework Approach (Logframe), Results-Based Management (RBM) , Developing indicators and targets, M&E planning and design.

Unit III

Data Collection and Monitoring Tools: Quantitative and qualitative methods, Surveys, interviews, focus group discussions, Observation techniques, Community scorecards and participatory monitoring, Data quality assurance, Digital tools for monitoring.

Unit IV

Evaluation Approaches and Methods: Types of evaluation - Formative Evaluation, Summative Evaluation, Process Evaluation, Outcome Evaluation, Impact Evaluation, Participatory evaluation, Standards of Evaluation criteria.

Unit V

M&E in Social Work Practice: Monitoring social welfare programs, Evaluating community development projects, M&E in NGOs and CSR initiatives, Child welfare, health, and education program evaluation, Challenges in monitoring and evaluation, Developing an M&E framework for a social work project.

REFERENCE

1. Menon, S., Karl, J., & Wignaraja, K. (2009). *Handbook on Planning, Monitoring and Evaluating for Development Results*, United Nations Development Programme, New York, Suazion. NY, suazion. com) *Production, USA Handbook*.
2. O'Hare, T. (2019). *Essential skills of social work practice: Assessment, intervention, and evaluation*. Oxford University Press.
3. Unrau, Y. A., Gabor, P. A., & Grinnell, R. M. (2007). *Evaluation in social work: The art and science of practice*. Oxford University Press.
4. Milner, J., Myers, S., & O'Byrne, P. (2020). *Assessment in social work*. Bloomsbury Publishing.
5. Grinnell, R. M., Gabor, P., & Unrau, Y. A. (Eds.). (2016). *Program evaluation for social workers: Foundations of evidence-based programs*. Oxford University Press, USA.
6. Markiewicz, A., & Patrick, I. (2015). *Developing monitoring and evaluation frameworks*. Sage Publications.
7. Oakley, P., & Clayton, A. (2000). *The monitoring and evaluation of empowerment: a resource document*. Oxford: INTRAC.
8. Bell, S., & Aggleton, P. (Eds.). (2016). *Monitoring and evaluation in health and social development: Interpretive and ethnographic perspectives*. Routledge.
9. Kusek, J. Z., & Rist, R. C. (2004). *Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners*. World Bank Publications.

Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concepts, principles, and importance of Monitoring and Evaluation (M&E).	L1; L2
CO2	Explain key processes and characteristics of Monitoring and Evaluation	L2; L3
CO3	Apply appropriate evaluation methods in social welfare settings. Differentiate between monitoring, evaluation, assessment, and impact measurement.	L3; L4
CO4	Develop indicators and monitoring plans for social work projects. Prepare professional M&E reports and presentations. Use evidence to improve program effectiveness and decision-making.	L4; L5
CO5	Demonstrate accountability and ethical practices in evaluation, design a basic M&E framework for community and development programs, Prepare M&E reports and communicate findings effectively.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

THIRD YEAR	SKILL ENHANCEMENT COURSE-VII	SEMESTER: VI
COURSE CODE : SEC – 7	CULTURAL COMPETENCIES AND DIVERSITY SKILLS IN SOCIAL WORK	CREDITS: 2

Course Objective:

The course aims to provide a platform for social workers as they engage with individuals, families, groups, and communities from diverse cultural, linguistic, religious, ethnic, gender, and socioeconomic backgrounds. The course advances cultural competence, diversity awareness, and inclusive practice skills necessary for effective and ethical social work. The course emphasizes self-awareness, respect for diversity, social justice, anti-discriminatory practice, and culturally responsive interventions.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brainstorming, Diversity workshops, Assignment, Seminar, Invited Talks / Guest Lectures / Webinars, Experiential Learning, Peer Group Learning, etc.

COURSE CONTENT

Unit I

Understanding Culture and Diversity: Meaning and components of culture, Diversity and multiculturalism, social identity and intersectionality, Cultural values, beliefs, and practices, Importance of diversity in social work practice, Cultural influences on human development and behaviour

Unit II

Self-Awareness and Cultural Competence: the idea of cultural competence, Self-awareness and professional identity, Personal biases, stereotypes, and prejudices, Power, privilege, and discrimination, Cultural humility and lifelong learning, Ethical responsibilities in diverse settings

Unit III: Diversity and Social Inclusion: Gender, sexuality, and gender identity, Disability and inclusive practice, Religious and linguistic diversity, Caste, ethnicity, race, and tribal communities, Socioeconomic diversity and social exclusion; Human rights and social justice perspectives, Diversity and inclusion in organizations, Workplace diversity management

Unit IV:

Communication Across Cultures: verbal and non-verbal communication, Active listening and empathy, Language barriers and communication challenges, Conflict resolution in Building trust with diverse populations, Inclusive leadership and teamwork

Unit V

Culturally Responsive and Diversity in Professional Social Work: Working with individuals, families, and communities from diverse backgrounds, Anti-oppressive and anti-discriminatory practice, Strengths-based and empowerment approaches, Cultural considerations in assessment and intervention, Inclusive program planning and service delivery.

REFERENCE

1. Adams, M., Blumenfeld, W. J., Catalano, D. C. J., DeJong, K., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko, D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4th ed.). Routledge.
2. Congress, E. P. (2018). *Multicultural perspectives in working with families*. Springer.
3. Choudhary, G., & Kumari, M. (2025). Indigenous Approaches to Social Work Practice in India. *Handbook of Indian Social Work: As per NEP 2020*, 171.
4. Devore, W., & Schlesinger, E. G. (2012). *Ethnic-sensitive social work practice* (8th ed.). Pearson.
5. Harper-Dorton, K., & Lantz, J. (2007). *Cross-cultural practice: Social work with diverse populations*. Oxford University Press.
6. Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed.). Brooks/Cole.
7. Marsiglia, F. F., Kulis, S., & Lechuga-Peña, S. (2021). *Diversity, oppression, and change: Culturally grounded social work* (3rd ed.). Oxford University Press.
8. Kohli, H. K., & Faul, A. C. (2005). Cross-cultural differences towards diversity issues in attitudes of graduating social work students in India and the United States. *International Social Work*, 48(6), 809-822.
9. National Association of Social Workers. (2021). *NASW standards and indicators for cultural competence in social work practice*. NASW Press.
10. Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.
11. Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence. *Journal of Health Care for the Poor and Underserved*, 9(2), 117–125.

12. Course outcome: at the end of the course, the students would be able to :

CO1	Understand the concepts of culture, diversity, inclusion, and cultural competence.	L1; L2
CO2	Develop self-awareness regarding personal values, beliefs, biases, and prejudices.	L2; L3
CO3	Examine the influence of culture on human behaviour and social interactions. Promote social justice and human rights through inclusive practice.	L3; L4
CO4	Demonstrate culturally sensitive communication and intervention skills, strengthen professional competencies for working with marginalized and vulnerable populations, and apply anti-oppressive and anti-discriminatory approaches in social work practice.	L4; L5
CO5	Develop professional competencies for multicultural social work settings, Advocate for diversity, equity, and inclusion in organizations and communities.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

13. Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3	3	2	3	3	3
CO2	2	3	3	3	3	3	1	3	3	3
CO3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	1	3	3	2	3

1-Low, 2-Medium, 3-Strong

