SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI, KERALA- 682013

Syllabus of Courses

Under the discipline

SOCIAL WORK

[For Undergraduate (Honours) Degree Programmes]

Introduced from 2025-26 admission onwards

Prepared by

Board of Studies in Social Work

Sacred Heart College (Autonomous), Thevara, Kochi.

PREFACE

The Four-Year Undergraduate Programme (FYUGP) in Social Work equips students to address social issues and problems at micro, mezzo, and macro levels using a range of theoretical frameworks and practice approaches. The programme aims to mould socially committed and professionally competent social workers who can contribute to the social development of society and extend rights-based support systems to individuals, families, and communities, with particular emphasis on the most vulnerable and marginalised sections.

Through this Bachelor of Social Work- BSW (Honours) programme, students are exposed to diverse fields of social work practice and are encouraged to apply critical thinking and professional skills to recognise, adapt, and integrate best practices into their evolving professional repertoire.

The curricular framework of the BSW (Honours) programme offers students three flexible academic pathways aligned with their plans and interests: a Three-Year BSW Degree, a Four-Year BSW Honours Degree, and a Four-Year BSW Honours with Research Degree. The programme is built around key thrust areas such as disciplinary knowledge, field practicum and skill-based education, multidisciplinary and value-added courses, language and communication competencies, and cutting-edge research engagement.

The BSW (Honours) programme is student-centric in design and emphasises experiential learning grounded in critical pedagogy. In line with the FYUGP architecture, students are also enabled to customise their learning pathways by integrating courses from other higher education institutions, thereby fostering academic flexibility, interdisciplinary exposure, and lifelong learning.

BOARD OF STUDIES

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1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It emphasises on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts, in addition to rigorous specialization in a subject.
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students, and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasis on research, skill development, and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

Outcome-Based Education (OBE)

Undergraduate courses in Social Work follow the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they must complete the goal by end of the course. OBE affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Social Work, Sacred Heart College (Autonomous), Thevara provides a learning approach in which students develop analytical ability and critical thinking and research acumen over different situations.

Programme Outcomes (PO)

The Undergraduate Programme Outcomes (POs) are as follows:

PO 1: Critical thinking and Analytical reasoning

Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

PO 2: Scientific reasoning and problem-solving

Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

PO 3: Effective communication and leadership skills

Proficiency in expressing thoughts verbally and non-verbally, utilising appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

PO 4: Social consciousness and responsible citizenship

Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

PO 5: Equity, Inclusiveness, and Sustainability

Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, and considering environmental, economic, and social factors.

PO 6: Moral and Ethical Reasoning

Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

PO 7: Networking and Collaboration

Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

PO 8: Lifelong Learning

Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

2. REGULATIONS FOR UNDERGRADUATE (HONOURS) DEGREE PROGRAMMES

PREAMBLE

Sacred Heart College (Autonomous), Thevara, Kochi, is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men based on minority rights. It started admitting girls in 1975 and currently serves all sections of society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

Vision and Mission of the Institution

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth, and peace. To this effect, Sacred Heart College envisions the **"Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God."** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook, and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- ❖ Facilitates the holistic development of the individual
- ❖ Enables the students to play a vital role in the nation-building process and contribute to the progress of humanity
- ❖ Disseminates knowledge even beyond academia
- ❖ Instils in the students a feel for the frontier disciplines, and
- ❖ Cultivates a concern for the environment

by setting lofty standards in the ever-evolving teacher-learner interface.

Framing of the Regulations

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programs to bring Kerala's undergraduate education at par with well-acclaimed universities across the globe. The Kerala State Curriculum Committee for Higher Education has been constituted, and has proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub-committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely: THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 [SHC-UGP (Honours)] under the New Curriculum and Credit Framework, 2024.

REGULATIONS

Short Title and Commencement

i. These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 [SHC-UGP (Honours)] under the New Curriculum and Credit Framework 2024.

ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

Scope and Application

i. These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.

ii. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

Definitions

Unless used in a context otherwise specified,

i. College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.

ii. 'University' means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).

iii. FYUGP means Four Year Undergraduate Programme.

iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.

v. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.

vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.

vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial, or two hours of lab work/ practical work/ field work/ practicum, and learner engagement in course-related activities (such as seminar preparation, assignment submission, group discussion, recognised club-related activities, etc.) per week. Generally, a one-credit course in a semester should be designed for 15 hours of lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours of learner engagement.

viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.

ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.

x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.

xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.

xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.

xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.

xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.

xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.

xvi.   Audit Course: A course that the learner can register for without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they are eligible for a pass in that course, without any credit (zero-credit).

xvii.   Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

xviii. Choice-Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

xix.   College-level Academic Committee: Is a committee constituted for the FYUGP at the college level, comprising the Principal as the Chairperson, the Academic Co-Ordinator/ Nodal Officer as its convenor.

xx.   Academic Co-Ordinator/ Nodal Officer: A senior faculty member nominated by the college council.

xxi.   Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.

xxii.   Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.

xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.

xxiv.   Senior Faculty Advisor (SFA) is a faculty member nominated by a Department Council to coordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.

xxv.   Department Council means the body of all teachers of a department in a college.

xxvi.   Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.

xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

xxix.   Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

xxx.   Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.

xxxi.   Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the College.

xxxii. Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.

xxxiii. Grade Point: Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.

xxxiv. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

xxxv.   Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$

xxxvi.   Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.

xxxvii.   Grade Card means the printed record of students' performance, awarded to them.

xxxviii.   Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statues of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

Features and Objectives of SHC-UGP

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

i.   The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.

ii.   The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.

iii.   FYUGP shall have three Broad Pathways: (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

iv.   Students who choose to exit after 3 years shall be awarded a UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.

v.   A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits, including 8 credits from a graduate project/ dissertation in their major discipline.

vi.   Students who acquire a minimum 75% in their graduation (up to 6th semester) are eligible for Honours with Research Programme. However, if necessary, the College may conduct a screening test for the Honours with Research programme in accordance with College Regulations from time to time.

vii.   4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for a 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits, including 12 credits from a research project in their major discipline.

viii.   The recognised research departments or departments with at least two faculty members having a PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

ix.   Students who have chosen the Honours with Research stream shall do their entire fourth year under the mentorship of a mentor.

x.   The mentor shall prescribe suitable advanced-level/capstone-level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits, which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

xi.   Students who have opted for the Honours with Research should complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.

xii.   The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars, or patented.

xiii.   The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline-Specific Pathway components (Major/ Minor), and c) Discipline-Specific Capstone Components.

xiv.   The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline-Specific Foundation Courses.

xv.   General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).

xvi.   Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice, with special emphasis on language and communication skills.

xvii. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills, as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities, and Commerce streams.

xviii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third-semester MDC can be Kerala-specific content.

xix. Skill Enhancement Courses (SEC) shall be designed to enhance 21st-century workplace skills such as creativity, critical thinking, communication, and collaboration.

xx. Discipline-Specific Courses shall include Discipline-Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

xxi. Discipline-Specific foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline-specific foundation courses.

xxii. The curriculum of the SEC should be designed in a manner that at the end of year 1, year 2, year 3, and year 4, students can meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels are provided in **Appendix I**.

xxiii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

xxiv. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

xxv. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.

xxvi. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.

xxvii. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

xxviii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

xxix. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.

xxx. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students can also opt for a change of Major at the end of the second semester to any MDC.

xxxi. Students should opt for their 5th and 6th semester VAC and SEC from their Major disciplines only.

xxxii. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution, this certificate is essential. This will help the learner preserve credits in the Academic Bank of Credits.

xxxiii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialisation or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

xxxiv. Advanced/ Capstone level Major Specialisation shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

xxxv. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

xxxvi. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry, or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internships published by the University.

xxxvii. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

xxxviii. The College will provide opportunities for field-based learning/minor projects, enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.

xxxix. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.

xl. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC, etc.). Such a benefit is applicable in the same academic year, spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules for awarding the grace marks.

xli. Options will be made available for students to earn credit by completing quality-assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.

xlii. Students shall be entitled to gain credits from courses offered by other recognised institutions directly as well as through distance learning.

xliii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

Eligibility for Admission and Reservation of Seats

i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.

ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they have completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.

iv. During the time of admission, each student may be provided with a unique higher education student ID, which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.

v. The students at the end of the second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required, it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic

and infrastructural facilities available in the Institution.

vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

viii. A student who has already completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirements.

x. The College can also enroll students in certain courses as per their choice, depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode, irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course, the credits may be transferred through the Academic Bank of Credit.

Academic Monitoring and Student Support

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

i. The College shall appoint a Senior Faculty member as Academic Co-Ordinator/ Nodal officer for the smooth conduct of FYUGP.

ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign an FA for each student.

iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.

iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.

v.   Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

vi.   It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

vii.   The SFA shall arrange separate or combined meetings with the FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

viii.   The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.

ix.   Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).

x.   The CCA-related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.

a.   Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.

b.   If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.

c.   The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.

d.   If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.

xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.

xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc., regarding student academic and other matters to the HODs/ SFA for information and timely action.

xiii. It shall be the official responsibility of the principal to extend the required administrative and financial support to the HODs, SFAs, and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.

xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.

xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

Course Registration

i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.

ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.

iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.

iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.

v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.

vi. The college shall publish a list of the students registered for each course, including audit courses, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.

vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

Re-admission and Scheme Migration

i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.

ii. Students who have completed a particular programme pathway may be permitted to take an additional minor or second major.

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

Duration of Programme, Credits, Requirements, and Options

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

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

iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three-year or six-semester programme in 4 to 5 years (8 to 10 semesters), and four years, or an eight-semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.

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

Credit Structure

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

i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.

ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.

iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.

iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.

v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum, and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

vi. A one-credit seminar, internship, or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).

vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).

ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.

x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.

xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.

xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.

xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.

xiv. The maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.

xv. Each faculty member shall offer a maximum of 16 credits per semester. However those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.

xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Course Structure of the SHC-UGP

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as shown below.

SHC-UGP Course Structure

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

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

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

i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.

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

Academic Levels of Pathway Courses

Academic levels of courses are as shown below.

Academic Levels of Courses

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

Signature Courses

i. With a prior recommendation of BoS and the approval of the academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.

ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of academic council.

iii.   The College may empanel distinguished individuals who have excelled in their field of specialization, like science and technology, industry, commerce, social research, media, literature, fine arts, civil services, etc., as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of the academic council, the adjunct faculty can offer SEC/VAC as a signature course.

iv.   Ad hoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.

v.   The faculty concerned may design the particular course, and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of these regulations.

vi.   The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommended by the BoS concerned.

Programme Pathways and Curriculum Structure

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

i.   **Degree with Single Major**: A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major

ii.   **Degree Major with Minor**: If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor, etc.

iii. **Major with Multiple Disciplines of Study**: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Physics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

iv. **Interdisciplinary Major**: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.

v. **Multi-Disciplinary Major**: For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.

vi. **Degree with Double Major**: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if they secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

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

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

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

Pathway Option 2 - Major with Minor

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

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

Pathway Option 3 - Double Major

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

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

Note:In all the above 3 tables"(P)"means courses with practical

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Course Structure of Various Pathways based on Credit Requirements

The FYUG Programme consists of three categories of courses, and the minimum credit requirements for each of them shall be as shown below:

FYUGP Course Structure – Major with Minors

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

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

** Students pursuing the four-year Honours degree shall do an 8-credit project and one capstone course from their DSC/ DSE, depending on their pathway choice.

FYUGP Course Structure – Double Major

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

FYUGP Course Structure – Multidisciplinary

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

Guidelines for Acquiring Credit from other Institutions/Online/Distance Mode

i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.

ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.

iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.

iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for majors/ minor for their disciplines at different levels.

v. At the end of each semester, the college will include the credit acquired by the student through online courses in their semester grade card, subject to a maximum of 30 credits.

Attendance

i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.

ii. A student is eligible for attendance as per the existing university and government orders, which include participation in a meeting, or events organized by the college or the university, or a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, or academic or career-related interviews, students are eligible for authorised absence. Apart from this, all other eligible leaves, such as maternity leave and menstrual leave, shall also be treated as authorized absences.

iii.   The condonation facility can be availed as per the university norms.

Workload

  i.   The workload of a faculty that offers only lecture courses during an academic year shall be 32 credits.

 ii.   The workload of a faculty offering both practical courses and theory courses may be between 24 and 32 credits per academic year.

iii.   An academic year shall consist of two semesters.

iv.   To protect the existing language workload, the college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC, and VAC of the 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department, and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department, and the other may be offered by the English Department. These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

  v.   Programme-wise workload calculation will be as per the FYUGP workload ordinance 2024.

vi.   The teachers given the administrative responsibilities at the department and college level may give a relaxation in their workload as specified in the UGC regulations 2018.

Credit Transfer and Credit Accumulation

  i.   The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.

 ii.   The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.

iii.   The students shall be required to earn at least 50% of the credits from the College.

iv.   Students shall be required to earn the required number of credits as per any of the pathway structures specified in this regulation for the award of the degree.

Outcome-Based Approach

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

Assessment and Evaluation

i.   The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

ii.   30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.

iii.   Teacher Specific Content will be evaluated under CCA.

iv.   CCA will have two subcomponents: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and will be conducted by the course faculty/ course coordinator offering the course.

v.   FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module, or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility for their own educational growth. FA will be the prerogative of the course faculty/ course coordinator based on the specific requirements of the student.

vi.   Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)

    a.   Practical assignment

    b.   Observation of practical skills

    c.   Viva voce

    d.   Quiz

    e.   Interview

f. Oral presentations

g. Computerized adaptive testing

h. In-class discussions

i. Group tutorial work

j. Reflection writing assignments

k. Home assignments

l. Self and peer Assessments

m. Any other method as may be required for a specific course/ student by the course faculty/ course coordinator.

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

viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)

a. Written test

b. Open book test

c. Laboratory report

d. Problem based assignments

e. Individual project report

f. Case study report

g. Team project report

h. Literature survey

i. Standardized test

j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

ix. A student may repeat SA only if, for any compulsive reason, the student could not attend the assessment.

x. The prerogative of arranging a CCA lies with the course faculty/ course coordinator, with the approval of SHC-UGP Academic Committee based on justified reasons.

xi. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for the evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time, in case any grievances are raised.

xii. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.

xiii. The course faculty may provide options for students to improve their performance through a continuous assessment mechanism.

xiv. There shall be theory and practical examinations at the end of each semester.

xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks, 3-credit courses for 75 marks and 2-credit courses for 50 marks.

xvi. All examinations will be conducted by the College and will be evaluated at the College itself.

xvii. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies, including technology-assisted examinations/ alternate examination strategies, will be designed and implemented for differently abled students.

Practical Examination

i. The end-of-semester practical examination will be conducted and evaluated by the institution.

ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.

iii. The scheme of evaluation of practical courses will be as given below:

Scheme of Evaluation of Practical Courses

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purposes, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination: Questions shall be set as per the defined Outcome. The duration of the examinations shall be as follows:

Duration of Examinations

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

Evaluation of Project/Dissertation

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

Scheme of Evaluation of Project

Project Type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

Evaluation of Internship

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

Scheme of Evaluation of Internship

Components of the Evaluation of Internship	Weightage	Marks for Internship 2 Credits/ 50 Marks
Continuous Comprehensive Assessment (CCA)	30%	15
End-Semester Examination (ESE)	70%	35

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

Letter Grades and Grade Points

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

i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

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

Letter Grades and Grade Points

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below 95%	
A (Very good)	8	75% and above but below 85%	
B+ (Good)	7	65% and above but below 75%	
B (Above average)	6	55% and above but below 65%	First Class
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above or below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

Computation of SGPA and CGPA

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

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

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

Where S_i is the SGPA in the ith semester, C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

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

Illustration – Computation of SGPA

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

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

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

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

Implementation and Monitoring of SHC-UGP

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

Academic Council

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

i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as, academic pathways, allowed syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.

ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.

iii. Undertake the scrutiny of all documents related to Teacher Specific Content.

iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum framework.

Board of Studies

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

i. Prepare teacher-specific content of syllabi for various courses, keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.

ii. Scrutinise the signature course content and its evaluation techniques.

iii. Suggest methodologies for innovative teaching and evaluation techniques.

iv. Suggest a panel of examiners to the Office of the Controller of Examinations.

v. Coordinate research, teaching, extension and other academic activities in the department.

SHC-UGP Academic Monitoring Committee

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

i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.

ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

Power to Remove Difficulties

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

Modifications to the Regulations

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

3. Syllabus Index

SEM	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
DISCIPLINE-SPECIFIC CORE (DSC) COURSES				
I	25UBSWDSC101	Professional Social Work	4	100-199
II	25UBSWDSC102	Philosophical Foundations of Social Work	4	100-199
III	25UBSWDSC201	Social Work Practice with Communities and Social Action	4	200-299
	25UBSWDSC202	Social Work Practicum Lab I	4	200-299
	25UBSWDSC203	Social Analysis and Strategies for Social Change	4	200-299
IV	25UBSWDSC204	Social Work Practice with Individuals and Groups	4	200-299
	25UBSWDSC205	Social Work Practicum Lab II	4	200-299
	25UBSWDSC206	Practicing Social Work	4	200-299
V	25UBSWDSC301	Administration of Service Organizations	4	300-399
	25UBSWDSC302	Legal Information and Human Rights Practice in Social Work	4	300-399
	25UBSWDSC303	Social Work Research	4	300-399
VI	25UBSWDSC304	Counselling and Therapies in Social Work Practice	4	300-399
	25UBSWDSC305	Project Designing and Management	4	300-399
	25UBSWDSC306	Social Work Practicum Lab V	4	300-399
VII	25UBSWDSC401	Critical Social Work	4	400-499
	25UBSWDSC402	Social Work Practicum Lab VII	4	400-499
	25UBSWDSC403	Advanced Social Work Research Methods	4	400-499
VIII	25UBSWDSC404	Social Work Practicum Lab VIII	4	400-499
	25UBSWDSC405	Public Policy Analysis	4	400-499

		DISCIPLINE-SPECIFIC ELECTIVE (DSE) COURSES		
III	25UBSWDSE201	Poverty, Inequality, and Social Welfare	4	200-299
IV	25UBSWDSE202	Perspectives of Community Development	4	200-299
	25UBSWDSE203	Medical and Psychiatric Social Work	4	200-299
	25UBSWDSE204	Human Resource Management and Development	4	200-299
	25UBSWDSE205	Social Work with Differently Abled	4	200-299
V	25UBSWDSE301	Green Social Work	4	300-399
	25UBSWDSE302	Public Health and Medical Social Work	4	300-399
	25UBSWDSE303	Labour Welfare	4	300-399
	25UBSWDSE304	Gerontological Social Work	4	300-399
	25UBSWDSE305	Social Work Practicum Lab IV (PRI Setting)	4	300-399
	25UBSWDSE306	Social Work Practicum Lab IV (Health Setting)	4	300-399
	25UBSWDSE307	Social Work Practicum Lab IV (Labour Setting)	4	300-399
	25UBSWDSE308	Social Work Practicum Lab IV (NGOs/Programs addressing Disability)	4	300-399
VI	25UBSWDSE309	Disaster Management	4	300-399
	25UBSWDSE310	Mental Health and Introduction to Mental Health Disorders	4	300-399
	25UBSWDSE311	CSR and Social Work Practice	4	300-399
	25UBSWDSE312	Correctional Social Work Practices	4	300-399
	25UBSWDSE313	Social Work Practicum Lab VI	0	300-399
VII	25UBSWDSE401	Dalit and Tribal Social Work	4	400-499
	25UBSWDSE402	School Social Work	4	400-499
	25UBSWDSE403	Queer Social Work	4	400-499
	25UBSWDSE404	Social Work Practice with Families	4	400-499
	25UBSWDSE405	Contemporary Social Work Practice	4	400-499

VIII	25UBSWDSE406	Livelihood Promotion and Development	4	400-499
	25UBSWDSE407	Community Mental Health and Mental Health Promotion	4	400-499
	25UBSWDSE408	Masculinity and Equality	4	400-499
	25UBSWDSE409	Social Work Practice with Children	4	400-499
	25UBSWDSE410	Methods and Strategies of Assessment in Social Work Interventions	4	400-499

MULTIDISCIPLINARY COURSE (MDC)				
I	25UBSWMDC101	Pro-Social Behaviour and Active Citizenship	3	100-199
	25UBSWMDC102	Social Science Perspectives for Social Analysis	3	100-199
II	25UBSWMDC103	Positive Mental Health and Well-being	3	100-199
	25UBSWMDC104	Human Behaviour and Life Span Development	3	100-199
III	25UBSWMDC201	Kerala Model Development and Sustainable Development	3	200-299

SKILL ENHANCEMENT COURSE (SEC)				
IV	25UBSWSEC201	Communication for Development	3	200-299
V	25UBSWSEC301	Technology for Social Work Practice	3	300-399
VI	25UBSWSEC302	Career Planning and Professional Enhancement	3	300-399

VALUE ADDITION COURSE (VAC)				
III	25UBSWVAC201	Gender Diversity and Inclusion	3	200-299
IV	25UBSWVAC202	Psychological First Aid and Crisis Interventions	3	200-299
VI	25UBSWVAC301	Social Innovations and Entrepreneurship	3	300-399

INTERNSHIP				
IV	25UBSWINI201	Social Work Practicum Lab III	2	200-299

PROJECT				
VIII	25UBSWPRJ401	Social Work Project	12	400-499

Specialisation Pathways

Students enrolling in BSW (Hons) can create their own specialisation pathways leading to unique career possibilities. The four possible specialisation pathways available at Sacred Heart College (Autonomous), Thevara, are:

- Development Social Work
- Medical and Psychiatric Social Work
- Labour Welfare Social Work
- Multicultural Social Work

Students opting for specialisation pathways should select their field work courses in the settings appropriate to their specialisation requirements. Students can also opt not to choose any specific specialisation pathways.

SEM	SPECIALISATION PATHWAYS			
	Development Social Work	**Medical and Psychiatric Social Work**	**Labour Welfare Social Work**	**Multi-Cultural Social Work**
III	Poverty, Inequality, and Social Welfare	Poverty, Inequality, and Social Welfare	Poverty, Inequality, and Social Welfare	Poverty, Inequality, and Social Welfare
IV	Perspectives of Community Development	Medical and Psychiatric Social Work	Human Resource Management and Development	Social Work with Differently Abled
V	Field Work Practicum Lab in PRI Settings	Field Work practicum lab in health settings	Field Work practicum lab in Labour settings	Field Work practicum lab in disability settings
V	Green Social Work	Public Health and Medical Social Work	Labour Welfare	Gerontological Social Work
VI	Disaster Management	Mental Health and Introduction to Mental Disorders	CSR and Social Work	Correctional Social Work
VII	Any TWO of the following Courses can be added with any of these Specialisation Pathways, with special attention to the requirements of the specialisation - Dalit and Tribal Social Work - School Social Work - Queer Social Work - Social Work Practice with Families			
VIII	Any ONE of the following Courses can be added with any of these Specialisation Pathways, with special attention to the requirements of the specialisation - Livelihood Promotion and development - Community Mental Health and Mental Health Promotion - Masculinity and Equality - Social Work Practice with Children			

PROPOSED PROGRAMME STRUCTURE FOR BSW (HONOURS)

(*with Social Work as Major, and Minors B and C*)

SEM	COURSE CODE	COURSE TITLE	LEVEL	CREDIT
I	25UBSWDSC101	Professional Social Work	100-199	4
	-	DSC – Minor (B)	100-199	4
	-	DSC – Minor (C)	100-199	4
	-	AEC - English	100-199	3
	-	AEC – Other Languages	100-199	3
	-	MDC	100-199	3
		TOTAL CREDIT		21
II	25UBSWDSC102	Philosophical Foundations of Social Work	100-199	4
	-	DSC – Minor (B)	100-199	4
	-	DSC – Minor (C)	100-199	4
	-	AEC - English	100-199	3
	-	AEC – Other Languages	100-199	3
	-	MDC	100-199	3
		TOTAL CREDIT		21
III	25UBSWDSC201	Social Work Practice with Communities and Social Action	200-299	4
	25UBSWDSC202	Social Work Practicum Lab I	200-299	4
	25UBSWDSE201	Poverty, Inequality, and Social Welfare	200-299	4
	-	DSC- Minor (B)/(C)	200-299	4
	-	MDC	200-299	3
	-	VAC	200-299	3
		TOATL CREDIT		22

SEM	COURSE CODE	COURSE TITLE	LEVEL	CREDIT
IV	25UBSWDSC204	Social Work Practice with Individuals and Groups	200-299	4
	25UBSWDSC205	Social Work Practicum Lab II	200-299	4
	25UBSWDSE202/ 25UBSWDSE203/ 25UBSWDSE204/ 25UBSWDSE205	Perspectives of Community Development/ Medical and Psychiatric Social Work/ Human Resource Management and Development/ Social Work with Differently Abled	200-299	4
	-	DSC- Minor (C)/(B)	200-299	4
	-	SEC	200-299	3
	-	VAC	200-299	3
		TOTAL CREDIT		**22**
INTERNSHIP	25UBSWINI201	Social Work Practicum Lab III		2
V	25UBSWDSC301	Administration of Service Organizations	300-399	4
	25UBSWDSC302	Legal Information and Human Rights Practice in Social Work	300-399	4
	25UBSWDSC303	Social Work Research	300-399	4
	25UBSWDSE301/ 25UBSWDSE302/ 25UBSWDSE303/ 25UBSWDSE304	Green Social Work/ Public Health and Medical Social Work/ Labour Welfare/ Gerontological Social Work	300-399	4
	25UBSWDSE305/ 25UBSWDSE306/ 25UBSWDSE307/ 25UBSWDSE308	Social Work Practicum Lab IV (PRI Setting)/ Social Work Practicum Lab IV (Health Setting)/ Social Work Practicum Lab IV (Labour Setting)/ Social Work Practicum Lab IV (NGOs/Programs addressing Disability)	300-399	4
	-	SEC	300-399	3
		TOTAL CREDIT		**23**

SEM	COURSE CODE	COURSE TITLE	LEVEL	CREDIT
VI	25UBSWDSC304	Counselling and Therapies in Social Work Practice	300-399	4
	25UBSWDSC305	Project Designing and Management	300-399	4
	25UBSWDSC306	Social Work Practicum Lab V	300-399	4
	25UBSWDSE309/ 25UBSWDSE310/ 25UBSWDSE311/ 25UBSWDSE312	Disaster Management/ Mental Health and Introduction to Mental Health Disorders/ CSR and Social Work Practice/ Correctional Social Work Practices	300-399	4
	-	SEC	300-399	3
	-	VAC	300-399	3
	25UBSWDSE313	Social Work Practicum Lab VI (Additional requirement)	300-399	0
		TOTAL CREDIT		**22**
**Exit at 3rd Year with 133 Credits – BSW Degree**			
VII	25UBSWDSC401	Critical Social Work	400-499	4
	25UBSWDSC402	Social Work Practicum Lab VII	400-499	4
	25UBSWDSC403	Advanced Social Work Research Methods	400-499	4
	(ANY TWO) 25UBSWDSE401/ 25UBSWDSE402/ 25UBSWDSE403/ 25UBSWDSE404	Dalit and Tribal Social Work/ School Social Work/ Queer Social Work/ Social Work Practice with Families	400-499	4+4
	25UBSWDSE405	Contemporary Social Work Practice	400-499	4
		TOTAL CREDIT		**24**

SEM	COURSE CODE	COURSE TITLE	LEVEL	CREDIT
VIII	25UBSWDSC404	Social Work Practicum Lab VIII	400-499	4
	(ANY ONE) 25UBSWDSE406/ 25UBSWDSE407/ 25UBSWDSE408/ 25UBSWDSE409	Livelihood Promotion and Development/ Community Mental Health and Mental Health Promotion/ Masculinity and Equality/ Social Work Practice with Children	400-499	4
	25UBSWPRJ401	Social Work Project (Research/Capstone Project)	400-499	12
			TOTAL CREDIT	**20**
	Completion of the Programme with 177 Credits – BSW (Honours)			

4. DISCIPLINE-SPECIFIC CORE (DSC) COURSES

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01	25UBSWDSC101	Professional Social Work	4	100-199
02	25UBSWDSC102	Philosophical Foundations of Social Work	4	100-199
03	25UBSWDSC201	Social Work Practice with Communities and Social Action	4	200-299
04	25UBSWDSC202	Social Work Practicum Lab I	4	200-299
05	25UBSWDSC203	Social Analysis and Strategies for Social Change	4	200-299
06	25UBSWDSC204	Social Work Practice with Individuals and Groups	4	200-299
07	25UBSWDSC205	Social Work Practicum Lab II	4	200-299
08	25UBSWDSC206	Practicing Social Work	4	200-299
09	25UBSWDSC301	Administration of Service Organizations	4	300-399
10	25UBSWDSC302	Legal Information and Human Rights Practice in Social Work	4	300-399
11	25UBSWDSC303	Social Work Research	4	300-399
12	25UBSWDSC304	Counselling and Therapies in Social Work Practice	4	300-399
13	25UBSWDSC305	Project Designing and Management	4	300-399
14	25UBSWDSC306	Social Work Practicum Lab V	4	300-399
15	25UBSWDSC401	Critical Social Work	4	400-499
16	25UBSWDSC402	Social Work Practicum Lab VII	4	400-499
17	25UBSWDSC403	Advanced Social Work Research Methods	4	400-499
18	25UBSWDSC404	Social Work Practicum Lab VIII	4	400-499
19	25UBSWDSC405	Public Policy Analysis	4	400-499

DSC 01

Discipline	SOCIAL WORK					
Course Name	**Professional Social Work**					
Type of Course	**DSC**					
Course Code	**25UBSWDSC101**					
Course Level	**100-199**					
Course Summary	As an introductory course, it covers the historical, philosophical, and theoretical underpinnings of the emergence of social work as a profession. It provides an overview of the methods, principles, values, approaches, and fields of social work. The course requires students to work with real-life examples and projects.					
Semester	I	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	
	Hours	45	-	30	-	75
Pre-requisites, if any	**Nil**					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the various concepts related to social work.	U	1, 4,7,8
2	Identify the differences between social work and other service-related terms.	An	1,2,4,7,8
3	Illustrate the understanding of the professional roots, ethical foundations, and theoretical frameworks of social work	U	1,2,4, 6,7
4	Identify the historical context, evolution, and key figures that have shaped social work as a profession.	An	1,2,6
5	Describe foundational principles and practice methods.	U	1,2,4,7
6	Appraise social work as a profession in the Indian and global context.	E	1,2,4,7,8
7	Demonstrate the skills of observation, communication, and recording	A	3,4,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Concepts in Social Work**	**6**	**1,2,6**
	1.1	Overview of social work- meaning and global definition - Objectives and purpose of social work.	2	
	1.2	Meanings, similarities, and dissimilarities of Concepts related to Social Work: charity, social service, voluntary service, social reform, social movements, social welfare, social security, and social development.	4	
2		**History of Social Work**	**20**	**3,4,6**
	2.1	Historical landscape of social work in the UK, USA, and India: Elizabethan Poor Laws, Workhouses and Almshouses, Friendly visitors, Charity Organisation Society, Settlement House movements, Beveridge report. Jane Adams, Mary Richmond, etc. India: Ashoka and Mughal periods, precolonial, colonial, and postcolonial lineages of Social Work.	7	
	2.2	Traditional Social Service Institutions, Contribution of Social Reformers: Christian Missionaries, Clifford Manshardt, Spencer Hatch, Vinobhabave, Ela Bhatt, Medha Patkar, Aruna Roy, and Baba Amte. Gandhian Model of Social Work	7	
	2.3	Kerala - Sree Narayana Guru, Poykail Appachan, Ayyankali, Kavarikulam Kandan Kumaran, Vagbadanandhan, Sugatha Kumari, Mayilamma, C K Janu, and Daya Bai.	6	

3		**Overview of Professional Social Work and Its Multifaceted Nature**	9	3,4,5,6
	3.1	Different levels of social work practice: micro, mezzo, and macro.	2	
	3.2	Fields and Thrust Areas of Social Work Practice: Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.	3	
	3.3	Functions and responsibilities in social work. Roles of a social worker.	2	
	3.4	Clients in social work -person, family, group, incorporated body, associations/community.	2	
4		**Professionalisation of Social Work**	10	2,3,4,5,6, 7
	4.1	Methods of Social Work: Social Case Work, Social Group Work, Community Organisation, Social Welfare Administration, Social Action, Social Work Research.	6	
	4.2	Professional Organisations: Introduction to Social Work Network- International- National and State: IFSW, INPSWA, KAPS, NAPSWI, ASSK Role and function of Social Work Association Across the Global: NASW (USA), CASW (Canada), BASW (United Kingdom)	4	
5		**Teacher Specific Content**		
		OBSERVATION VISITS IN VARIOUS SETTINGS	30	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Interactive lectures. 2. E-learning 3. Seminar 4. Library works
Practical	• **Observation visits** to various social work institutions to familiarise with the various fields of social work and the roles of social workers in social work settings • **Observe a special day of social importance and document the Programme**
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** - Internal assessment tests - Assignment - Presentation - Discussion - Field reports **B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5 marks each)	7	4	**20**
C (10 marks each)	4	2	**20**
		Total Mark for ESE	**50**

Note: The Assessment method for the practicum can be decided by the teacher

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

- **Practicum 1 Credit**

Total Mark	25
CCA	5
ESE	20

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- Paul, T. (1962)The Philosophy of Social Work: The University of Chicago Press.

DSC 02

Discipline	SOCIAL WORK				
Course Name	**Philosophical Foundations of Social Work**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC102**				
Course Level	**100-199**				
Course Summary	This course is crafted to provide students with a comprehensive understanding of the fundamental principles that guide ethical behaviour in both personal and professional realms of their lives.				
Semester	**II**	**Credits**		**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		3	-	1		
	Hours	45	-	30	-	75
Pre-requisites, if any	**Nil**				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the key concepts and values that influence ethical behavior in social work professional contexts.	U	**1, 2 7, 4, 6**
2	Organise ethical principles and values, critically examining personal beliefs and biases within the context of social work practice.	A	**1, 4, 6, 7**
3	Demonstrate empathy, compassion, and respect in professional interactions, cultivating positive client relationships and advocating for a human-centered approach.	A	**1, 2, 3, 4, 5, 7, 8**
4	Utilize values as a foundation for ethical decision-making, ensuring choices align with principles of justice, fairness, and the well-being of individuals and communities.	A	**1, 2, 3, 5, 6, 7**
5	Analyze professional codes of ethics in social work, demonstrating an understanding of ethical guidelines and standards in diverse situations.	An	**1, 3, 4, 5, 6, 7, 8**
6	Critically examine the core philosophical foundations, principles, and values in Social Work.	A	**1, 2, 3, 5, 6, 7**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Human Values in Practice**	**12**	**1,2,3**
	1.1	Compassion, empathy, respect, and integrity translate into everyday social work practice.	2	
	1.2	Autonomy and Self-Determination, Non-Maleficence and Beneficence, Social Justice and Equity, Confidentiality and Privacy, Fidelity and Professional Responsibility	3	
	1.3	Human values at the micro, mezzo, and macro levels of Social Work practice.	2	
	1.4	Steps in ethical decision-making and handling the ethical dilemma - Contexts of Ethical dilemma: Receiving gifts, dual relationships, Confidentiality vs. Duty to Warn, informed consent from vulnerable populations, cultural competence and value clash, confidentiality with minor clients, commission of illegal acts	3	
	1.5	Values in daily practice: Use of technology, social media, working with diverse populations, Reporting, financial matters, Relationships.	2	
2		**Philosophical Assumptions of Social Work and Principles of Social Work-I**	**8**	**1,2,4**
	2.1	Core Values and Ethical principles: Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity, Competence.	4	
	2.2	Principles - Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Social Learning, Confidentiality.	4	

3		**Philosophical Assumptions of Social Work and Principles of Social Work-II**	12	1,2,4
	3.1	Philosophical values - Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency	4	
	3.2	Values relating to Social Work Practice: Uniqueness of the individual, inherent worth and potentiality, right for dignity and determination, potentiality for self-direction from within, socialization of individuality	4	
	3.3	Social Work Models **-** Welfare model, Developmental model, rights-based social work, Strength-based social work, Evidence-based social work, Anti-oppressive social work, grounded practices	4	
4		**Professional Codes of Ethics**	13	4,5,6
	4.1	Overview of the historical development of social work ethics. Evolution of ethical standards and their impact on the profession	3	
	4.2	Introduction to the Code of Ethics	2	
	4.3	Ethical standards: Social Workers' ethical responsibilities to clients, colleagues, practice settings, professionals, Social Work profession and broader society. Definition and significance of professional boundaries Concept of Self- care in professional social work	4	
	4.4	Strategies for establishing and maintaining healthy boundaries. Challenges in maintaining professional boundaries. Managing stress and burnouts The role of ethics consultation and supervision in social work practice.	4	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lectures 2. Reflective Essays 3. Case Studies 4. Group Projects 5. Roleplay 6. Simulations 7. Reviews of articles
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** - Internal assessment tests - Assignment - Presentation - Discussion - Field reports **B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)**

B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5mark each)	7	4	**20**
C (10mark each)	4	2	**20**
		Total Mark for ESE	**50**

Note: The Assessment method for the practicum can be decided by the teacher

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

- **Practicum 1 Credit**

Total Mark	25
CCA	5
ESE	20

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DSC 03

Discipline	SOCIAL WORK					
Course Name	**Social Work Practice with Communities and Social Action**					
Type of Course	**DSC**					
Course Code	**25UBSWDSC201**					
Course Level	**200-299**					
Course Summary	The course deals with working with the community as a primary method and Social Action as a secondary method of social work. It refers to the process of bringing individuals together to collectively address common concerns, promote shared interests, and collaborate on initiatives that enhance the community's well-being. This course also provides students with an understanding of the concepts of advocacy, social action, and their role in addressing social justice issues.					
Semester	III		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
	4	-	-	-		
	Hours	60	-	-	-	60
Pre-requisites, if any	Basic understanding of Primary & Secondary methods of Social Work.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain basic concepts of community and community organization	U	1, 2,3,4,5,7, 8
2	Summarise various community organization and leadership theories and techniques.	U	1,2,3,4,5, 6,7,8
3	Develop the strategies and approaches of the community organization.	C	1,2,4,5,7, 8
4	Evaluate the necessity and role of a professional social worker in the community organization field.	E	1,2,3,4,5, 7,8
5	Critically examine social issues from a social justice perspective	S	1,3,4,6
6	Develop and apply effective social action strategies, facilitating social change	A	3,5,6,7

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Understanding Community, Community Organization, and Community Development**	**8**	**1,5**
	1.1	Concept of community; Sociological and social work perspective of community; Types and functions of community; Community Organization: Concept, Meaning, Definition, Objectives, Goals, Scope.	3	
	1.2	Community Development: Concept, Similarities and Differences between Community Organization and Community Development.	2	
	1.3	Historical Development of Community Organization; Community Organization as a method of Social Work; Community Organization in India; Values and principles of community organization	3	
2		**Processes, Approaches, and Models of Community Organization**	**22**	**1,3,4**
	2.1	Process of community organization: analysis, assessment, organisation, study, action, evaluation, modification, and continuation	2	
	2.2	Approaches of community organization: General target approach, Specific content approach, Process approach, Social work approach, Political Activists approach, Community development approach, Gandhian approach to community work	4	
	2.3	Murray G Ross's 3 approaches: General content approach, specific content approach, process approach; Jack Rothman's 3 Models: Locality Development, Social Planning, and Social Action; Robert Fisher's 3 approaches - social work approach, political activist approach, neighbourhood maintenance approach; Marie Weil and Dorothy Gamble - 8 model framework	10	

2		*Module 2 Continues…*		
	2.4	Meaning, Concept, and Definitions of Social Advocacy; Type of social advocacy; Process of Social Advocacy; Social advocacy as a tool for social change.	4	
	2.5	Strategies for Social Advocacy: Leadership, Campaign Planning, lobbying, coalition and Network building, Use of media and public opinion building, social media campaigns	2	
3		**Social Action as a Method of Social Work**	**20**	**2,6**
	3.1	Social Action: Definition, concept, and scope; relationship with other methods of social work; Need for Social Action. Goals and Objectives of Social Action, approaches, principles, and strategies of Social Action	4	
	3.2	Forms of social action- Popular form and elitist form; principles and strategies of social action; Planning and implementing social action campaigns; Sustaining social change efforts	4	
	3.3	Case Studies of advocacy and social action movements- civil rights movements, environment movements, womens' rights movements, LGBTQAI+ movements, peasant movements, Dalit and tribal movements	6	
	3.4	Perspectives of Social Action: Paulo Freire ‑ Conscientization; Saul Alinsky-Organized mass action and community leadership; Eleaneor Ostrom ‑ theory of commons; Ivan Illich: Deschooling Society; Anti-Oppressive Practice, Resource Mobilization Theory	6	
4		**Strategies, Skills, and Role of Social Workers in Community Organization and Social Action**	**10**	**4, 5, 6**
	4.1	Methods of understanding community: PRA and related techniques, Survey, media, Formation and capacity building of CBOs, strategies for capacity building of the marginalized groups, committee formations, leadership, advocacy, and networking	4	
	4.2	Skills for community organization and Social Action: interaction, information gathering and assimilation, observation skills, analytical skills, listening and responding skills, organizing, resource mobilization, conflict resolution	4	

		Module 4 Continues…		
4	4.3	Roles of social worker in community organization and Social Action: guide, initiator, communicator, enabler, counsellor, motivator, advocate, catalyst, innovator, collaborator, facilitator	2	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct Lecture
	    2. Seminar
	    3. Presentation
	    4. Assignment
	    5. Group Discussion
	    6. Social Media Campaign

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    -Internal test
	
	    - Assignments
	
	    - Presentation
	
	    - Classroom Discussions
	
	    - Quiz
	
	    - Critical appraisal of social problem
	
	    - Case analysis of social movements
	
	B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Assessment Types	Credits and Marks Distribution
	• **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

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DSC 04

Discipline	SOCIAL WORK				
Course Name	Social Work Practicum Lab I				
Type of Course	DSC				
Course Code	25UBSWDSC202				
Course Level	200-299				
Course Summary	As part of the field practicum lab 1, the students are provided opportunities to be with a community to understand the nature, features, and living situations of the community by undertaking a community living camp and activities associated with this.				
Semester	III	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
	-	-	2	2	-
	Hours	-	30	60	30*	120
Pre-requisites, if any	Should be taking the course Social Work Interventions with the communities				
* In addition to the credit hours, the student will have to spend 30 extra hours in field work to meet the required course specifications.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
	Upon the completion of the course, the student will be able to:		
1	Identify the power dynamics involved in fieldwork spaces and within the community.	U	1, 2,3,4,6,7, 8
2	Deconstructing the social stereotypes and identifying the key players in the community	A	1,2,3,4,5, 6,7,8
3	Act cooperatively with different key persons in the community to organize the community camp	S	1,2,3,4,5, 6,7,8
4	Appraise community issues based on an understanding of environmental ethics and resource distribution, ensuring sustainable development.	E	1,2,3,4,5, 6,7,8
5	Express appreciation for human efforts/interaction in the contribution to the community	E	1,2,3,4,5, 6,7,8
	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)		

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

Social Work Practicum Lab Requirements

1. Community camp/ community engagement activities

2. Any team activity related to their field work involving other field work trainees

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &
END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Individual Initiatives	-	10
2	Community camp/ Community Engagement	-	10
3	Team activity to create ICT material related to their field work, involving other field work trainees		10
4	Community Analysis	10	-
5	Field Work Conferences with Supervisor	10	-
6	Report	10	-
7	Field Practicum Presentation	-	20
8	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSC 05

Discipline	SOCIAL WORK					
Course Name	Social Analysis and Strategies for Social Change*					
Type of Course	DSC					
Course Code	25UBSWDSC203					
Course Level	200-299					
Course Summary	This four-credit course examines the foundational ideas of social analysis and investigates several approaches to bringing about constructive social change in the Indian context. Students will use the writings of Paulo Freire, Gandhi, and other intellectuals to critically analyse societal structures, power relations, and marginalisation. Through an exploration of various approaches to social change—such as advocacy, policy reform, activism, and community development—students will acquire the necessary skills and knowledge to function effectively as agents of social transformation.					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	
	Hours	45	-	30	-	75
Pre-requisites , if any	The student should have a general awareness of the issues and problems prevailing in society.					
*This course is mandatory for those students who are opting for dual specialisation.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand key concepts in social analysis, such as intersectionality, privilege, and oppression	U	1, 2,7
2	Analyse and critique social structures and power dynamics in India	An	1,2,5,7
3	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	U	1,2,6,7
4	Analyse and evaluate various strategies for social change in the Indian context	An	1,2,3,7
5	Develop critical thinking, communication, and collaboration skills for social action	A	1,2,3,4,7
6	Reflect on one's own role and responsibility in promoting social justice.	E	1,2,3,5,7 ,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Foundations of Social Analysis**	**12**	**1**
	1.1	Introduction to Social Analysis: Key concepts, frameworks, and methods.	3	
	1.2	Power, Privilege, and Oppression: Understanding social structures and inequalities.	2	
	1.3	Intersectionality: Analysing the interconnectedness of social identities.	2	
	1.4	Social Change Theories: From Gandhian nonviolence to Freirean critical pedagogy.	3	
	1.5	Case Studies: Applying social analysis to real-world issues in India.	2	
2		**Social Change in the Indian Context**	**12**	**2,3**
	2.1	Caste and Untouchability: Understanding the dynamics of oppression and resistance.	3	
	2.2	Gender and Patriarchy: Examining gender inequalities and advocating for change.	2	
	2.3	Religious Minorities and Marginalization: Addressing discrimination and promoting inclusivity.	3	
	2.4	Environmental Justice: Protecting the Environment and Vulnerable Communities.	2	
	2.5	Urbanization and Development: Balancing progress with social equity.	2	
3		**Strategies for Social Change**	**10**	**4,5**
	3.1	Community Organizing and Mobilization: Empowering communities to take action.	2	
	3.2	Advocacy and Policy Change: Influencing decision-making processes.	2	
	3.3	Direct Action and Social Movements: Collective action for social transformation.	2	
	3.4	Social media and Technology for Change: Utilizing digital tools for impact.	2	

		Module 3 Continues…		
3	3.5	Evaluating Social Change: Measuring the effectiveness of interventions.	2	
		Becoming an Agent of Social Change	**11**	**5,6**
	4.1	Self-Reflection and Social Identity: Understanding One's Own Biases and Privileges.	2	
	4.2	Ethical Considerations in Social Change: Navigating power dynamics and responsibility.	2	
	4.3	Building Alliances and Collaboration: Working effectively with diverse groups.	2	
4	4.4	Developing Communication Skills for Social Action: Raising awareness and advocating for change.	2	
	4.5	Action Planning and Sustainability: Designing and implementing social change initiatives.	3	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Direct Instruction 2. Brainstorming 3. Lecture 4. E-Learning 5. Seminar 6. Group Assignment 7. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** -Internal test - Assignments - Presentation - Classroom Discussions - Quiz - Role Play - Analysis of Social Problems - Newspaper analysis - Case analysis

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5mark each)	7	4	**20**
C (10mark each)	4	2	**20**
		Total Mark for ESE	**50**

B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)

Note: The Assessment method for the practicum can be decided by the teacher

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

- **Practicum 1 Credit**

Total Mark	25
CCA	5
ESE	20

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DSC 06

Discipline	SOCIAL WORK
Course Name	**Social Work Practice with Individuals and Groups**
Type of Course	**DSC**
Course Code	**25UBSWDSC204**
Course Level	**200-299**
Course Summary	Social Work Practice with Individuals and groups are two of the primary methods of social work, which facilitate the understanding of these methods and their application in practice. This course equips the students with theoretical knowledge for work with individuals and groups and develops their competencies to use these methods in practice while working with Individual clients. Social Group Work is the Primary Method of Social Work. It intervenes in the problems of groups. This Course facilitates the students to learn the application of group work in the social work profession.

Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60

Pre-requisites, if any	Students should have taken any of the foundational courses like General Psychology, Sociological Foundations for Social Work Practice, or its equivalent courses from sociology or psychology as approved by the Department council.

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the basic concepts of casework and groupwork as a primary method of social work	U	**1, 2,4,5,6,7**
2	Senses the values, principles, tools, and techniques of social case work and social group work	U	**1,2,3,4,5, 6,7,8**
3	Describe the phases of case work and social group work systematically	U	**1,2,3,6,7, 8**
4	Build a perspective on the ability to critically intervene in the problems of individuals by the use of the models of case work for practice	C	**1,2,4,5,6, 7,8**
5	Observe the Dynamics within various groups and reflect upon Individual Experiences in Groups.	E	**1,2,3,7,8**
6	Construct the ability for documentation in Social Case Work and social group work	S	**1,2,3,6,7 ,8**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Social Case Work**	**10**	**1,2,3**
	1.1	Definition, objectives, values, principles. and philosophical assumptions of Social Case Work	2	
	1.2	Historical Developments of Case Work in the West and India	2	
	1.3	Components of Social Case Work: the Person, the Place, the Problem, the Problem-Solving Process	2	
	1.4	Professional Relationship; Transference: definition, types, and use; Countertransference: definition, use	2	

		Module 1 Continues…		
1	1.5	Contemporary Trends in Case Work Practice - Trauma-informed care, - Use of technology, - Reflective practice in social case work	2	
		Phases and Skills of Social Case Work	**12**	**3**
	2.1	Intake, Psycho Social Study- Purpose, nature, Contents	2	
	2.2	Social Diagnosis- Definition, Contents, Types, and Steps.	2	
	2.3	Social Treatment: Phases and different types of treatment	2	
	2.4	Evaluation, Termination, and Follow-up	2	
2	2.5	Skills needed for practice: Observation, Listening, Interview, Relationship building, Communication with Empathy and Authenticity, Skills in Exploring and Focusing	2	
	2.6	Methods of Recording: Verbatim, narrative, condensed, analytical and summary; Recording format; Case work in different social work settings	2	
		Social Group work	**18**	**3,5**
	3.1	Social Group Work: Definition, Characteristics, Principles, Role and Functions of Group Work; Historical Development of Group Work	5	
	3.2	Theories: Field Theory, Systems Theory, Exchange Theory	3	
	3.3	Skills and Qualities of Group Work; Tools for Assessing Interaction: Sociogram and Sociometry	3	
3	3.4	Type of Groups: Open and Closed group, Task Group, Treatment group, Developmental group	3	
	3.5	Group dynamics; Group cohesion and group morale; Social Control; Group Culture; Group as Mutual Aid system; Relevance of groups in development of individuals.	4	
		Dynamics and Programme Planning in Group Work	**20**	**4,5,6**
4	4.1	Stages of Group Development- Forming, Storming, Norming, Performing, Adjourning	2	

	Module 4 Continues…			
	4.2	Interaction and Communication; Leadership in programme planning; Programme Media and Programme; Development process; group activities	6	
4	4.3	Pre Group Planning: Setting objectives, size, and duration; The Beginning Stage: intake, assessment, and planning	6	
	4.4	Middle Phase: Interventions; Evaluation and follow-up; Termination; Group work Evaluation types	5	
	4.5	Supervision; record writing	1	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct Instruction
	
	    2. Brainstorming
	
	    3. Lecture
	
	    4. E-Learning
	
	    5. Seminar
	
	    6. Group Assignment
	
	    7. Library Work
	
	    8. Group Discussion

Assessment Types	**Mode of Assessment**
	A. Continuous Comprehensive Assessment (CCA)
	
	    -Internal test
	
	    - Assignments
	
	    - Presentation
	
	    - Classroom Discussions
	
	    - Quiz
	
	    - Role Play
	
	    - Case analysis

Assessment Types	**B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)**			
	Part	**No. of Qns.**	**No. of Qns. to be answered**	**Total Mark**
	A (1 mark each)	10	10	**10**
	B (3 marks each)	7	5	**15**
	C (5 marks each)	5	3	**15**
	D (15 marks each)	4	2	**30**
			Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

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DSC 07

Discipline	**SOCIAL WORK**
Course Name	**Social Work Practicum Lab II**
Type of Course	**DSC**
Course Code	**25UBSWDSC205**
Course Level	**200-299**
Course Summary	In this course, the students are exposed to the NGO based setting for undertaking their 2nd field practicum lab, where they will get to know about the social work intervention through a structured agency. Lab II is elective in nature as it provides opportunities for the students to select the agencies working for children, women, and the elderly population. The students will be placed in any of these specialized organisations where they will practice social work intervention methods with individuals, such as case work and group work.

Semester	IV	Credits			4	Total Hours
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		-	2	2	-	
	Hours	-	30	60	30*	120

Pre-requisites, if any	Students Should be taking the course Social Work Practice with Individuals and Groups

* In addition to the credit hours, the student will have to spend 30 extra hours in field work to meet the required course specifications.

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate rapport-building skills	A	**1, 2,3,4,5,6,7,8**
2	Engage, assess, intervene, and evaluate social work methods in dealing with individuals	A	**1,2,3,4,5,6,7 ,8**
3	Express appreciation for human efforts/interaction in the work of the Organization	S	**1,2,3,4, 5,6,7,8**
4	Attain life skills at personal and professional levels	S	**1,2,3,4,5,6, 7,8**
5	Exhibit sensitivity regarding issues related to Gender	S	**1,2,3,4,5,6,7 ,8**
6	Integrate psychological theories in the field practicum	A	**1,2,3,4,5,6,7 ,8**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

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

Social Work Practicum Lab Requirements

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

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

- Attend a two-day skill development workshop organized by the department

- Poster Presentations introducing the field and setting of their organization, requirements of the clients of the organization, etc

- Developing a resource for the organization to make it more gender inclusive; it could be forming gender guidelines for THE working of the organization, material resources for addressing any gender needs, etc.

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &
END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Skill training workshop	10	-
2	Team activity for resource mobilization	-	10
3	Poster presentation	-	10
4	Case report	-	10
5	Regularity & Quality of the Report	10	-
6	Field Work Conferences with Supervisor	10	-
7	Field Practicum Presentation	-	20
8	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSC 08

Discipline	SOCIAL WORK
Course Name	**Practicing Social Work**
Type of Course	DSC
Course Code	**25UBSWDSC206**
Course Level	**200-299**
Course Summary	As part of this course, the students doing a minor in Social Work are provided opportunities to be with either a community or an NGO. The course aims to expose the students to the rural and urban communities of our state. In this process, they also get an understanding of the community life, their culture, practices, traditions, needs, problems, etc. It provides an opportunity to learn how to build rapport with people in the community and to improve communication, analytical, and observational skills. Students taking this minor course will need to complete an additional 30 hours of fieldwork to meet the required course specifications. They will have to spend 105 hours in supervised field work activities.

Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	3	1	-	
	Hours	-	45	30	30*	105

Pre-requisites , if any	Nil

* In addition to the credit hours, the student will have to spend 30 extra hours in field work to meet the required course specifications.

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Familiarize with the geographical and sociopolitical structure of a community/ NGO and its environment	U	1, 2,3,4,6,7,8
2	Identify problems in the community/ problems dealt by the NGO, its causes and resources available to deal with those problems	A	1,2,3,4,5,6,7,8
3	Deconstructing the social stereotypes and identifying the key players in the community/ NGO	S	1,2,3,4, 5,6,7,8
4	Act cooperatively with different key persons in the community/NGO to organize the community intervention programmes or programmes related to NGO functioning	E	1,2,3,4,5,6, 7,8
5	Identify the power dynamics involved in field work spaces and within the community.	An	1,2,3,7
6	Identify the groups, organisations, projects and programmes working in a community/working with the NGO and the role of professional social worker in these.	U	4,6,7
7	Develop skill in documentation and writing reports. Making visual and oral presentations.	S	3,5,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

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

Social Work Practicum Requirements

- The students, as teams of two to four, will be placed in the nearby community either independently or in collaboration with a development agency (Governmental or Non-governmental).

- Students can also opt to work in an NGO.

- The students should identify any one problem in the community/in the NGO and undertake an intervention based on their analysis of the problem.

- The work undertaken in the community/NGO should not be inconsiderate of the environmental balances, gender equality, professional and ethical values of social work.

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

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA) & END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Individual Initiatives in the intervention programmes	10	-
2	Community/ NGO Analysis	10	-
3	Field Work Conferences with Supervisor	10	-
4	Report	-	30
5	Field Practicum Presentation	-	20
6	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

References

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

DSC 09

Discipline	SOCIAL WORK				
Course Name	**Administration of Service Organizations**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC301**				
Course Level	**300-399**				
Course Summary	The course provides an overview of the secondary method of social work, Social Welfare Administration.				
Semester	V	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	-				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Identifies the process of functioning of human service organisations, both in Governmental and nongovernmental organisations	An	1, 3, 4, 5, 7
2	The articulation of the administration skills of the students in Human service organisations	S	2, 3,6, 7, 8
3	Recognises the working pattern of a human service organisation	E	1,2
4	Illustrate skill in working with a team in human service organisations	S	3,5,6,7
5	Demonstrate the theoretical approaches to management	A	1,2
6	Judges the performance of a human service organization	E	1,3,4,5,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Administration and Management**	**15**	**1,3**
	1.1	Administration-Definition, Meaning, scope, principles	3	
	1.2	Administration process-Planning, Organising, staffing, directing, Coordinating, Reporting, Administration, Fundraising, accounting, auditing	6	
	1.3	Management-Definition, Meaning, Principles, and Levels	3	
	1.4	Management of Service Organization - Types, Networking, Documentation, and Public Relations	3	

Module	Units	Course description	Hrs	CO No.
2		**Social Welfare Administration**	**15**	**1,2,3,6**
	2.1	Social Welfare Administration-Definition, Characteristics, Functions; Social Welfare Administration as a Method of Social Work	5	
	2.2	NGO: Roles and functions at the local, state, national, and international levels	3	
	2.3	Classification of NGO's: Service Providers, Empowerment, Support, Umbrella, and Networking	4	
	2.4	Skills in administration and social welfare	3	
3		**Registration and Acts of NGOs**	**15**	**1,2,4**
	3.1	To understand the Vision, Mission, objectives, intervention, and auditing process of NGOs	3	
	3.2	Registration of society and trust; Bye-laws of society and trust; NGO Darpan under NITI Aayog	3	
	3.3	Acts related to NGOs- Society Registration Act, Companies Act, Indian Trust Act, Income Tax Act, FCRA 1976 provision under 12A,35 AC,80G	6	
	3.4	Initiatives under CSR (Section 8 of the Companies Act, 2013) and the MSME Act	3	
4		**Process of Management**	**15**	**2,4,5**
	4.1	Planning and decision-making process in a service organization	3	
	4.2	HR management-Definition, staffing: planning, job analysis, recruiting, placement and induction, training, development, transfer, promotion, performance, appraisal	3	
	4.3	Organizational behaviour: Definition, Job analysis, recruiting, placement and induction, training, development, transfer, promotion, performance	3	
	4.4	Organizational Climate, Organizational change, Forces and resistance of change, Managing organizational change	3	
	4.5	Organizational Appraisal - Social auditing, Gender auditing	3	
5		**Teacher-specific Content**		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) 1. Lecture method 2. Seminar 3. Group assignments
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis **B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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- Bunger, A. C. (2013). Administrative coordination in nonprofit human service delivery networks: The role of competition and trust. Nonprofit and voluntary sector quarterly, 42(6), 1155-1175.
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- Hasenfeld, Y., & Schmid, H. (2012). The life cycle of human service organizations: An administrative perspective. In Administrative Leadership in the Social Services (pp. 243-269).Routledge. Page 129 of 294. Malzacher, E. J., & Heimsoeth, E. A. Springer Books.
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DSC 10

Discipline	SOCIAL WORK				
Course Name	**Legal Information and Human Rights Practice in Social Work**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC302**				
Course Level	**300-399**				
Course Summary	The learner should acquire knowledge about the various laws and legal enforcement mechanisms for the protection of the legal and human rights of marginalized sections.				
Semester	**V**	**Credits**		**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites , if any	The learner should have a basic idea about the Indian Constitution				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Comprehend the relevance of law in social work practice	U	**1, 2, 3, 4, 5, 6, 7**
2	Admire and uphold the constitutional values of India	E	**1, 2, 3, 4, 5, 6, 7, 8**
3	Illustrate the legal enforcement mechanisms, institutions, and laws for the protection of marginalized sections in India	U	**1,2,3,4,5, 6,7,8**
4	To construct interventions for seeking legal measures for ensuring social justice	S	**1,2,3,4,5, 6,7,8**
5	To critically examine various challenges for the protection of the rights of marginalised sections in India	E	**1,2,3,4,5, 6,7,8**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for the Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Social Legislation and Human Rights**	**8**	**1**
	1.1	Concepts: Social justice, Social Defence, Social Legislation, Social Security	3	
	1.2	Legal information in social work: relevance, areas of social work intervention in the legal field	2	
	1.3	Human rights, UNDHRC	2	
	1.4	Human Right issues in India	1	

Module	Units	Course description	Hrs	CO No.
2		**Constitution of India**	**10**	**2,3**
	2.1	The Constitution as the Supreme Law of the nation, its relevance, and its features	2	
	2.2	Preamble, Directive Principles of State Policy, Fundamental rights, Fundamental duties	4	
	2.3	Constitutional safeguards for marginalized sections	1	
	2.4	Constitutional amendments	2	
	2.5	Constitutional values in present India	1	
3		**Legal Enforcement Mechanisms in India**	**22**	**4,5**
	3.1	Legal Enforcement System in India; Courts Hierarchy: Supreme Court, High Court, District-level Courts; Police Hierarchy & Function; Prison administration & functions; Rights of persons during arrest and imprisonment	5	
	3.2	Pre-trial detention, custodial death: Indian Scenario; Rehabilitation of prisoners in India	2	
	3.3	Juvenile Justice Board, Family Court, National Green Tribunal, Probation, and prison welfare	5	
	3.4	Commissions for the welfare of marginalized communities in India: National Human Rights Commission, National Women Commission, National Commission for the Protection of Child Rights, National Commission for the Scheduled Castes, and National Commission for Scheduled Tribes.	5	
	3.5	Right To Information Act 2005, Public Interest Litigation, Legal Service Authorities, Lok Adalat, Free legal aid	5	
4		**Legislation Related to Women, Children, SC/ST, and Other Marginalized Sections**	**20**	**4,5**
	4.1	Personal Laws in India- Marriage, Divorce, and Inheritance Acts- Hindu Marriage Act 1955, Muslim Personal Law, Indian Christian Marriage Act 1972 & Special Marriage Act 1954	5	
	4.2	Prohibition of Prenatal Diagnostic Technique Act 1994, Domestic Violence Act 2005, Maternity Benefit Act 1961, Medical Termination of Pregnancy Act 1971	4	

		Module 4 continues…		
	4.3	Legal needs of emerging sections, such as LGBTQAI+	1	
	4.4	Juvenile Justice Act, 2015, POCSO Amendment Act 2019, Child labour (Prohibition and regulation) Act 1986, Prohibition of Child Marriage Amendment Act 2006	4	
	4.5	Protection of Civil Rights Act 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities Act) 1989	2	
4	4.6	The Maintenance and Welfare of Parents and Senior Citizens Bill, 2007, Rights of Persons with Disabilities Act 2016	2	
	4.7	The Environment (Protection) Act 1986- issues and challenges	1	
	4.8	Role of social worker in social legislation and human rights violations	1	
5	**Teacher-Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture 2. Group Discussion 3. Case study analysis 4. Debate 5. Assignments **6.** Seminar
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis

B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

- Ahuja Sangeeta, (1997). People law and Justice: A Case Book of Public-Interest Litigation. Orient Longman Vol.1
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- Godbole, Madhav. (2009) The Judiciary and Governance in India, Rupa.co, New Delhi
- Matha P.D., (1986). Family Courts, New Delhi: Indian Social Institute
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- Saltzman,Kathleen (2005)., Law in Social Work Practice, Library of Congress Cataloguing- in publication Data, USA

DSC 11

Discipline	SOCIAL WORK				
Course Name	Social Work Research				
Type of Course	DSC				
Course Code	25UBSWDSC303				
Course Level	300-399				
Course Summary	Social Work research is a secondary method of social work, which facilitates the practice of the primary methods of social work. This course introduces different types of research approaches and methodologies, which help the students to develop research aptitude by undertaking independent research projects as part of the course.				
Semester	V	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Identify the research gap and formulate a relevant research problem	**An**	**1,3,5,6**
2	Adopt an appropriate research approach, methodology, and design	**A**	**1,2,7**
3	Prepare tools for data collection, considering ethical standards	**A**	**1,2,7**
4	Collect the data and analyse the data through appropriate methods and software	**A**	**1,2,3,7**
5	Generate inferences from the data and report by using the APA referencing style	**C**	**1,2,3,7**
6	Utilize Social Work research as a method to intervene in micro, mezzo, and macro levels of social work interventions	**A**	**5,6,8**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Social Work Research**	**8**	**1,6**
	1.1	Meaning of Research - Scientific Method, Scientific Enquiry	2	
	1.2	Social Research and Social Work Research: Definition, Objectives, Features, Nature, and Scope	2	
	1.3	Appraise Social Work Research as a secondary method of Social Work	2	
	1.4	Importance of Social Work Research in Practice	1	
	1.5	Ethical Issues and Integrity in Social Work Research- Plagiarism	1	

Module	Units	Course description	Hrs	CO No.
2		**Research Process and Designs**	**15**	**1,2,3,4**
	2.1	Research Process: Identification and Formulation of Research Problem; Review of literature: Need and sources of literature; Theoretical Framework	5	
	2.2	Conceptualization and operationalization. Variables, research questions, and objectives, and or developing hypotheses.	4	
	2.3	Research Design: Meaning and definition of research design, types of research design - Quantitative, Qualitative, and Mixed methods.	3	
	2.4	Sampling Design: Universe, unit, and sample size; Sampling Types - Probability and Non-Probability Sampling Techniques	3	
3		**Methods and Tools for Data Collection**	**12**	**2,3**
	3.1	Overview of quantitative, qualitative, and mixed research methods and designs	3	
	3.2	Primary Data Collection methods: Survey, observation, interview, Experimentation	2	
	3.3	Data Collection Procedures, online/tele/virtual data collection methods, field notes, Use of Audio Recorder, and other logical considerations	2	
	3.4	Tools for data collection: questionnaire, interview schedule, scale, observation format; participatory tools: PRA, FGD	5	
4		**Quantitative and Qualitative Data Analysis, Interpretation & Reporting**	**25**	**4,5,6**
	4.1	Quantitative Data Analysis: functions and importance; Descriptive and Inferential Analysis; Application of Computer Software for the analysis of quantitative data	3	
	4.2	Qualitative Data Analysis: Transcribing the data, thematic analysis, content analysis, discourse analysis, narrative analysis; Application of Computer Software for analysis of qualitative data	5	
	4.3	Research Reporting: Research formatting styles; Organization of research report; Publication and Dissemination	4	

		Module 4 continues…		
4	4.4	Application of Social Work Research in addressing various micro-mezzo- macro level problems	3	
	4.5	Preparing a research proposal and conducting a mini-research	10	
5		**Teacher-Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Interactive lecture 2. Hands-on training 3. Attending research workshops 4. Research proposal development 5. Undertaking of mini research 6. Technology integration 7. Group discussions
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis ▪ Preparation of monograph ▪ Preparation of research proposal ▪ Mini research report ▪ Review of research Thesis /Project **B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution		
• **Theory 4 Credit**		
Total Mark	100	
CCA	30	
ESE	70	

References

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- Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE.
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DSC 12

Discipline	SOCIAL WORK				
Course Name	**Counselling and Therapies in Social Work Practice**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC304**				
Course Level	**300-399**				
Course Summary	The course introduces the significance of counselling in social work practice. through the course, the students are oriented on the process of counselling helping the people to deal with the difficulties, techniques and skills based on psychological theories and tools through different settings.				
Semester	**VI**	**Credits**		**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		3	-	1	-	
	Hours	45	-	30	-	75
Pre-requisites, if any	Basic understanding about helping process				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the basic concept of counselling	K	1,2
2	Describe various counselling theories and techniques.	K	1,2
3	Generate awareness of ethical and professional issues in counselling	C	4,5,6
4	Develop the concept of psychotherapy and various psychotherapeutic techniques.	C	1,2,7
5	Articulate skill for practice of counselling in different settings.	A	4,5,6,7,8
6	Identify the essentiality and function of a professional social worker in the counselling field.	An	2,4,5,6,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Foundations of Counselling and Guidance	5	1,5
1	1.1	Counselling: meaning and definition, need and scope counselling; Historical development of counselling	1	
	1.2	Similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy.	1	
	1.3	Elements of counselling: counselee, counsellor, counselling setting; Types of counselling: Directive, Non- directive and eclectic counselling, Individual and Group counselling	1	
	1.4	Different fields of counselling: family counselling, pre-marital counselling, marital counselling, student counselling, sex counselling	1	

1		*Module 1 continues…*		
	1.5	Different fields of counselling: geriatric counselling, career counselling, crisis counselling, grief counselling, and Industrial counselling	1	
2		**Stages of Counselling Process**	**5**	**2,3**
	2.1	Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating	2	
	2.2	Phases of Counselling: Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase.	2	
	2.3	Principles and ethical standards of counselling	1	
3		**Counselling Relationship and Skills**	**15**	**5**
	3.1	Counselling Relationship: Regard, Respect, Authenticity, Empathy, trust, and genuineness	3	
	3.2	Personal qualities/attributes of counsellor: communication, self-awareness, confidence, compassion, understanding, patience, etc.	4	
	3.3	Basic counselling skills: Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning	3	
	3.4	Basic counselling skills: reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation; Physical Attending skills: Non-verbal skills: Posture, Facial Expressions, Voice, Eye Contact	5	
4		**Counselling Theories and Techniques**	**20**	**2,4,5,6**
	4.1	An introduction to approaches of counselling: Psychoanalytic approach, Cognitive Behavioural Therapy (CBT)	2	
	4.2	Humanistic approaches, Client-centered, Gestalt Therapy, Transactional Analysis, Rational Emotive Behaviour therapy (REBT), Reality therapy	4	
	4.3	Important psychological tests; tools and its applications in counselling; Counselling techniques: Listening, Responding, Goal setting, Exploration and action, Behaviour techniques, psychodrama, Role play	4	

		Module 4 continues…		
4	4.4	Counselling in the context of HIV/AIDS, the elderly, retirement, children, adolescents, Management of screen addiction, Deaddiction, Counselling in the context of the differently abled, and rehabilitation counselling	6	
	4.5	Specific techniques in PTSD, Stress management, Anger management, Grief counselling; Different palliative care programmes and mental health programmes in counselling in the context of Kerala	4	
5	**Teacher-Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Direct instruction 2. E- learning 3. Seminar 4. Assignment 5. Group Discussions **6.** Role plays
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** - Internal test - Assignments - Presentation - Classroom Discussions - Quiz - Role Play **B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5mark each)	7	4	**20**
C (10mark each)	4	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution		

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

- **Practicum 1 Credit**

Total Mark	25
CCA	5
ESE	20

Note: The Assessment method for the practicum can be decided by the teacher

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DSC 13

Discipline	SOCIAL WORK				
Course Name	**Project Designing and Management**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC305**				
Course Level	**300-399**				
Course Summary	The Project Designing and Management course provides basic knowledge in project management. It helps the students to acquire skill in preparation, management, monitoring and evaluation of development projects. The course provides an opportunity to understand the relevance of project planning and management in different fields of social work and equipping the students to write independent project proposals				
Semester	VI	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3	-	1	-
	Hours	45	-	30	-	75
Pre-requisites, if any	Basic understanding about different types of social projects in the community.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the basic concepts, features and need of Project Designing	U	1,2
2	Senses the resource management in Project Designing	An	1,2,4,5,6
3	Describe systematically the steps in participatory project planning	U	1,2,3
4	Make use of the project techniques to evaluate CSR	A	1,2,3,4,5,6,7
5	Build a perspective on the ability to monitor and evaluate critically of Project Planning	C	1,2,4,5,6
6	Demonstrate the ability to design a Project	S	1,2,3,4,5,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Overview of Project Designing	5	1
	1.1	Project: Definition, features, and Need	1	
1	1.2	Scope of the project designing and the project cycle	2	
	1.3	People's participation (typology) in the project: definition, stages	2	

		Steps in Participatory Project Planning	15	1,3,4
2	2.1	Identifying needs: aspects of situational analysis	2	
	2.2	Determining priorities	2	
	2.3	PRA/PLA methods for need identification and prioritization	2	
	2.4	Feasibility and Impact assessment: Environmental Impact Assessment (EIA), Social Impact Assessment (SIA), Social Cost-Benefit Analysis (SCBA).	4	
	2.5	Formulating Goals and objectives in a project	1	
	2.6	Preparing activity schedule: action, responsibility, time, and cost	1	
	2.7	Project Scheduling -Gantt Charts, Logical Framework Analysis, Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM), RBM.	3	
3		**Resource Management**	**5**	**2**
	3.1	Stakeholder Analysis and Management	1	
	3.2	Financial Management- Fundraising methods: community resource mobilization, Funding agencies	2	
	3.3	Budgeting; Need and importance of accounting in a project; maintaining records	2	
4		**Monitoring and Evaluation of Project, Documentation**	**20**	**5,6**
	4.1	Monitoring: definition, Process, Steps in monitoring	3	
	4.2	project review: variance analysis and performance analysis	2	
	4.3	Evaluation- definition, types of evaluation, criteria for evaluation, steps in the evaluation process	3	
	4.4	Assessment at various stages of the project: Pre-programme Assessment, Mid-term, and Impact Evaluation	2	
	4.5	Components of Project Proposal: Project title, Executive Summary, Introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget	5	
	4.6	Monitoring& evaluation plan, outcome/output/impact, sustainability of the project, and conclusion.	3	
	4.7	Report writing, documenting	2	
5		**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	1. Direct Instruction
	2. Brainstorming
	3. Lecture
	4. E-Learning
	5. Seminar
	6. Group Assignment
	7. Library Work
	8. Group Discussion
	9. Active Cooperative Learning
	10. Workshop
Assessment Types	**Mode of Assessment**
	A. Continuous Comprehensive Assessment (CCA)
	- Internal test
	- Assignments
	- Presentation
	- Classroom Discussions
	- Quiz
	- Project Proposal Preparation
	B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)

B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5mark each)	7	4	**20**
C (10mark each)	4	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

	• **Practicum 1 Credit**	
	Total Mark	25
	CCA	5
	ESE	20
	Note: The Assessment method for the practicum can be decided by the teacher	

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DSC 14

Discipline	SOCIAL WORK					
Course Name	Social Work Practicum Lab V					
Type of Course	DSC					
Course Code	25UBSWDSC306					
Course Level	300-399					
Course Summary	The Social Work Practicum Lab V must be completed at a Non-Governmental Organization. This field practicum aims to gain practical experience in the non-profit sector. Social Work trainees are expected to develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	2	2	-	
	Hours	-	30	60	30*	120
Pre-requisites , if any	Social work trainees must possess essential knowledge about the functioning of the Organization/ Institution chosen for the social work practicum.					

*In addition to the credit hours student will have to complete an extra 30 hours of field work to meet the course specification.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Develop skills in observation and teamwork.	S	3,5,6
2	Acquire skills in programme planning, implementation, and evaluation.	S	1,2,4,5,6,7,8
3	Prepare a mini-research that is relevant as well as derived from the needs of the community.	C	1,2,4
4	Develop practice skills by applying classroom theory to real-life situations	A	3,4,5,7
5	Identify and apply principles of management in the field practicum.	An	1,2
6	Demonstrate the professional identity in the agency setting	A	3,4,5,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting

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

Social Work Practicum Lab Requirements

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

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Mini research report	-	10
2	Community based interventions/programme	-	10
3	Regularity & Quality of the Report	10	-
4	Field Work Conferences with Supervisor	20	-
5	Summary Report	-	10
6	Field Practicum Presentation	-	20
7	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSC 15

Discipline	SOCIAL WORK				
Course Name	Critical Social Work				
Type of Course	DSC				
Course Code	25UBSWDSC401				
Course Level	400-499				
Course Summary	This course aims to introduce critical social work practices to the students. The course is designed to develop conceptual clarity and theoretical knowledge on the community-centered approach of Social Work and critical practices in individual-centered Social Work interventions.				
Semester	VII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate knowledge of concepts and theories of Critical Social Work	A	1,2
2	Develop Knowledge in various critical perspectives that are foundational to critical Social Work	U	1,2,7
3	Describe important academic debates that constitute critical Social Work in India and elsewhere	U	1,2,7
4	Be acquainted with scientific knowledge on the social experiences of different groups in India	A	1,2,7
5	Demonstrate knowledge in critical practices in Social Work	A	1,2,4,5,6,7
6	Develop an understanding of critical perspectives on critical Social Work	U	1,2,4,5,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Introduction to Concepts, Schools of Thought and Perspectives-I	15	1,2,6
	1.1	Important concepts: Social oppression, prejudice, domination, and subordination	3	
	1.2	Power; hegemony and cultural invasion; patriarchy and masculinity	3	
	1.3	Civil society, public sphere, social democracy, Social Justice	3	
1	1.4	Social critique in Marxism, the Frankfurt School of Critical Theory, class oppression, and Radical Social Work	4	
	1.5	Influence of postmodernism in critical theory, Critical Social Science	2	

Module	Units	Course description	Hrs	CO No.
2		**Introduction to Concepts, Schools of Thought and Perspectives-II**	**15**	**1,2,6**
	2.1	Further developments in Critical Theory: Critical Race Theory, Critical White Studies, Colour-blind racism, and silent racism	5	
	2.2	Dalit Studies, humiliation, new casteism, and new Brahmanism	3	
	2.3	Women Studies, Queer Studies, social model of Disability	3	
	2.4	Individual and community debate	2	
	2.5	Individual-centered and community-centered approaches in Social Work	2	
3		**Critical Social Work in Practice**	**18**	**3,5**
	3.1	Critical practice in individual centered Social Work: Values in critical practice, Individual rights and justice in Social Work, Power of the social worker	4	
	3.2	Critical practice in community work, radical community development, social justice, and poverty	4	
	3.3	Radical Social Work, critical social work, anti-oppressive social work	3	
	3.4	Feminist social work, Dalit and tribal social work, and critical clinical social work	3	
	3.5	Critical pedagogy: Paulo Freire and Gramsci, conscientization and critical consciousness	4	
4		**Critical Social Work in India**	**12**	**1,2,3,4,5**
	4.1	Structure and agency in Sociology, the importance of social development and empowerment	3	
	4.2	Traditional vs. critical debate in Social Work education in India	2	
	4.3	Social Work among Indian realities: Identity and power, cultural hegemony in India, caste as privilege and power, slavery and conversion in Kerala	4	
	4.4	Scope of feminist Social Work in India, scope of Dalit Social Work in India, scope of Tribal Social Work in India	3	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Brainstorming 2. Lecture 3. Active cooperative learning 4. Group assignments 5. Library work and group discussion 6. Presentation by group representative

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	     ▪ Internal test
	     ▪ Assignments
	     ▪ Presentation
	     ▪ Classroom Discussions
	     ▪ Quiz
	     ▪ Role Play
	     ▪ Case analysis
	
	B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)
	
	Credits and Marks Distribution table below

B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSC 16

Discipline	SOCIAL WORK				
Course Name	**Social Work Practicum Lab VII**				
Type of Course	**DSC**				
Course Code	**25UBSWDSC402**				
Course Level	**400-499**				
Course Summary	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.				
Semester	VII	**Credits**		**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		-	2	2	-	
	Hours	-	30	60	30*	120
Pre-requisites , if any	Nil				
*In addition to the credit hours, students will have to complete an extra 30 hours of field work to meet the course specification.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Practice methods of Social Work and demonstrate skills of engagement, assessment, intervention, and evaluation.	S	1,2,3,6,7
2	Demonstrate skills in collaboration and teamwork in the respective setting.	S	3,6,7
3	Prepare a need-based project proposal for the agency/for the locality	C	3,6,7,8
4	Promote eco-friendly practices in the agency/locality	A	5,6,7,8
5	Display professional skills in documentation	S	3,6,8
6	Demonstrate ethical use of technology in the field work	S	3,6,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting:

Field work at Structured Agencies - State/Regional/National / International (Govt. Projects / NGOs)

Social Work Practicum Lab Requirements

1. Organisation study

2. Practice of the method of social work in the agency setting

3. Preparation of a need-based project

4. Undertake an eco-friendly practice

5. Integration and ethical use of technology

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &
END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Practice of one method of social work and its reports	10	-
2	Need-based project proposal	-	10
3	Report on the Eco-friendly practices	-	10
4	Ethical use and integration of Technology	5	-
5	Regularity & Quality of the Report	5	-
6	Field Work Conferences with Supervisor	10	-
7	Summary Report	-	10
8	Field Practicum Presentation	-	20
9	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSC 17

Discipline	SOCIAL WORK				
Course Name	**Advanced Social Work Research Methods**				
Type of Course	DSC				
Course Code	**25UBSWDSC403**				
Course Level	**400-499**				
Course Summary	This advanced social work research course equips students to comprehend diverse research paradigms, demonstrate proficiency in advanced literature review techniques, design research using sophisticated methodologies, perform advanced statistical procedures with software, effectively disseminate findings to diverse audiences, and apply ethical guidelines, including securing ethics committee approval, fostering a holistic skill set for impactful and ethically sound social work research. Students will develop a nuanced understanding of research principles, enhanced methodological skills, and the ability to ethically navigate the entire research process, ensuring they contribute meaningfully to the field and engage diverse stakeholders in the dissemination of valuable research outcomes.				
Semester	VII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites, if any	Should have completed the course titled Introduction to Social Work Research				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate a comprehensive understanding of research paradigms and considerations	A	1,2,7
2	Demonstrate proficiency in advanced literature review techniques	S	1,2,3
3	Design research using advanced research designs, selecting appropriate methodologies	A	1,2,7
4	Apply various quantitative and qualitative data analysis techniques, interpret findings, and present results effectively by using statistical software.	A	1,2,7
5	Effectively disseminate research findings utilizing diverse strategies and targeting specific audiences, including policymakers, practitioners, academics, and the general public	C	1,2,3,7
6	Apply ethical guidelines throughout the research process, including securing ethics committee approval.	A	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Paradigms and considerations of research**	**8**	**1,6**
	1.1	Paradigms of research: Positivism, Interpretivism, Critical Theory, Pragmatism	2	
	1.2	Considerations: Ontology, axiology, epistemology, methodological implications	2	
	1.3	Historical development of paradigms in research, Integration of paradigms	2	
	1.4	Critical reflections on the integration of paradigms in research; Use of AI in research	2	

		Literature Review	12	1,2,3,4
2	2.1	Literature Review: Use of literature review, aligning with research questions, theoretical framework	2	
	2.2	Steps in conducting a literature review, Use of databases, referencing, citations, style, similarity/plagiarism, Indexing (Scopus, Web of Science, Pubmed, etc.)	3	
	2.3	Process of scoping review, Systematic review, meta-analysis	3	
	2.4	Bibliometric Analysis	2	
	2.5	AI tools for literature review	2	
		Research Designs	15	2,3
3	3.1	Single system design, Survey Design: Cross-sectional surveys and Longitudinal studies (Cohort Studies), Causal Comparative Design; Correlational Designs	4	
	3.2	Experimental designs (Intervention Studies): True experiments (Randomized Control Trials) and Quasi-experiments	2	
	3.3	Designing complex research studies: longitudinal, experimental, and quasi-experimental designs; Developing and validating measurement instruments for social work research (scale construction)	2	
	3.4	Selecting appropriate qualitative research designs – case studies, phenomenology, grounded theory, and ethnography	2	
	3.5	Sampling: Sampling procedures, selection of appropriate sampling procedure, Sample size estimation, sampling bias, sampling and external validity	5	
		Advanced Analysis techniques & Dissemination of Results	25	4,5,6
4	4.1	Parametric and non-parametric statistics: assumptions, types, etc.	1	
	4.2	Parametric: Logistic Regression, Multiple Regression, ANCOVA, MANOVA, RMANOVA, Structural Equation Modelling	4	
	4.3	Non-parametric: Mann-Whitney U Test, Wilcoxon Signed-Rank Test, Kruskal-Wallis Test, Friedman Test, Chi-Square Test of Independence	4	

		Module 4 continues…		
4	4.4	Thematic analysis, content analysis, and narrative analysis. Critical discourse analysis, Software tools for qualitative data analysis	2	
	4.5	Meta-analysis and meta-synthesis in qualitative research. - Writing a literature review using qualitative research; Use of reference, citations, methods to minimise plagiarism; Use of AI tools at various stages of qualitative research; Interpreting and validating qualitative findings.	4	
	4.6	Evaluating the quality of qualitative research studies; Identifying biases and ethical considerations in qualitative research; Synthesizing findings across qualitative studies.	2	
	4.7	Use of Software for Data Analysis	2	
	4.8	Interpretation of results and presentation of results of statistical tests in APA style	2	
	4.9	Dissemination strategies; target audience and publication strategies; Structuring and writing of scientific articles; preparing manuscripts	4	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Interactive lecture 2. Hands-on training 3. Workshop by experts 4. Attending research workshops 5. Research proposal development 6. Undertaking of mini research 7. Hands-on training on software for data analysis 8. Group discussions 9. Feedback and reflections, etc.
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** - Internal test - Assignments - Presentation - Classroom Discussions - Quiz - Role Play - Case analysis - Review of thesis -Projects - Statistical Procedures - Academic Paper writing and publication - Paper presentation in academic conference

Assessment Types	B. END SEMESTER EXAMINATION(ESE) (2 Hrs. written exam)			
	Part	No. of Qns.	No. of Qns. to be answered	Total Mark
	A (1 mark each)	10	10	**10**
	B (3 marks each)	7	5	**15**
	C (5 marks each)	5	3	**15**
	D (15 marks each)	4	2	**30**
			Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

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DSC 18

Discipline	SOCIAL WORK				
Course Name	Social Work Practicum Lab VIII				
Type of Course	DSC				
Course Code	25UBSWDSC404				
Course Level	400-499				
Course Summary	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.				
Semester	VIII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	2	2	-	
	Hours	-	30	60	30*	120
Pre-requisites, if any	Nil				
*In addition to the credit hours, students will have to complete an extra 30 hours of field work to meet the course specification.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Practice at least one method of Social Work and demonstrate skills of engagement, assessment, intervention, and valuation.	S	1,2,3,7
2	Demonstrate skills in collaboration and teamwork in the respective setting.	S	3,7
3	Examine one case/issue of a target group of the agency using a critical social work theory	C	1,2
4	Equip the target group, institution, or community with a disaster preparedness (natural/manmade disaster) session, and also make suggestions for improving the current situation	C	1,2,3,4,5,6,7,8
5	Display professional skills in documentation	S	3,7
6	Demonstrate ethical use of technology in the field work	S	3,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting:

Field work at Structured Agencies - State/Regional/National / International (Govt. Projects / NGOs)

Social Work Practicum Lab Requirements

1. Organisation study report

2. Practice the method of social work in the context of the structured agency

3. Case analysis using critical social work theories

4. Undertake an awareness generation session for disaster preparedness

5. Effective use and integration of technology in field practicum

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &
END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Practice of one method of social work and reporting	10	-
2	Report on the analysis of case/issue using critical social work theories	-	10
3	Ethical Use of Technology	-	10
4	Regularity & Quality of the Report	10	-
5	Field Work Conferences with Supervisor	10	-
6	Summary Report	-	10
7	Field Practicum Presentation	-	20
8	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSC 19

Discipline	**SOCIAL WORK**
Course Name	**Public Policy Analysis**
Type of Course	**DSC**
Course Code	**25UBSWDSC405**
Course Level	**400-499**
Course Summary	Public policy encompasses the deliberate actions of governments to address societal issues and achieve specific goals, providing a crucial framework for decision-making, resource allocation, and societal development.

Semester	**VIII**	**Credits**			**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		3	-	1	-	
	Hours	45	-	30	-	75

Pre-requisites, if any	Nil

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Analyze policy issues by employing operational definitions and measurement indicators	**An**	**1,2,4,6,7**
2	Identify and explain the key determinants of policy-making	**U**	**1,2,3,4,7**
3	Apply various approaches to policy-making	**A**	**1,2,4,5**
4	Evaluate the potential outcomes and effects of public policies	**E**	**1,2,4,5,6,7**
5	Critically analyse the existing policies in India	**A**	**1,2,4,5,7**
6	Apply skills employed in the field of policy analysis to support policy.	**S**	**1,2,3,5,7**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Introduction to Public Policy Analysis	**8**	**1,3**
	1.1	Overview of Public Policy: Definition and scope of public policy; Importance of public policy in governance; Historical context and evolution of public policy	3	
	1.2	The Policy Process	1	
	1.3	Stages of the policy process (agenda setting, formulation, adoption, implementation, evaluation)	2	
1	1.4	Actors involved in each stage: Role of public opinion and media in shaping policies	2	

		Policy Theories and Models	10	2
2	2.1	Policy Theories	1	
	2.2	Rational choice theory; Incrementalism; Advocacy coalition framework; Punctuated equilibrium theory	4	
	2.3	Policy Models: Policy cycle model; Multiple streams framework; Garbage can model; Institutional analysis and development framework	5	
3		**Policy Analysis Tools and Techniques**	9	4
	3.1	Policy Problem Definition and Agenda Setting; Problem identification and definition; Agenda-setting processes; Issue framing; and policy narratives	4	
	3.2	Cost-Benefit Analysis: Principles of Cost-Benefit Analysis; Application in policy decision-making; Challenges and critiques of cost- benefit analysis	5	
4		**Policy Implementation and Evaluation**	18	2,4,5,6
	4.1	Theories of policy implementation -challenges and strategies	2	
	4.2	Role of public administration in implementation	2	
	4.3	Policy Evaluation	2	
	4.4	Types of evaluation (formative, summative, process, impact)	2	
	4.5	Use of evaluation results in policy improvement; Evaluation criteria and methodologies	4	
	4.6	Transnational policy issues (climate change, migration); International organizations and policy coordination	4	
	4.7	Emerging Trends in Public Policy	2	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Direct Instruction 2. Brainstorming Lecture 3. E-Learning 4. Interactive Instruction 5. Seminar 6. Group Assignment 7. Library Work 8. Group Discussion 9. Presentation by individual student/group
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** - Internal test - Assignments - Presentation - Classroom Discussions - Quiz - Role Play - Team Project Report - Policy analysis report **B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)**

B. END SEMESTER EXAMINATION(ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5mark each)	7	4	**20**
C (10mark each)	4	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution		
• Theory 3 Credit		
Total Mark		75
CCA		25
ESE		50
• Practicum 1 Credit		
Total Mark		25
CCA		5
ESE		20

Note: The Assessment method for the practicum can be decided by the teacher

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5. Discipline Specific Core Courses – *Minor Pathway*

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01*	25UBSWDSC101	Professional Social Work	4	100-199
02*	25UBSWDSC102	Philosophical Foundations of Social Work	4	100-199
03*	25UBSWDSC201	Social Work Practice with Communities and Social Action	4	200-299
04*	25UBSWDSC203	Social Analysis and Strategies for Social Change	4	200-299
05*	25UBSWDSC206	Practicing Social Work	4	200-299
*Syllabus for the course is included in the DSC basket				

6. DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01	25UBSWDSE201	Poverty, Inequality, and Social Welfare	4	200-299
02	25UBSWDSE202	Perspectives of Community Development	4	200-299
03	25UBSWDSE203	Medical and Psychiatric Social Work	4	200-299
04	25UBSWDSE204	Human Resource Management and Development	4	200-299
05	25UBSWDSE205	Social Work with Differently Abled	4	200-299
06	25UBSWDSE301	Green Social Work	4	300-399
07	25UBSWDSE302	Public Health and Medical Social Work	4	300-399
08	25UBSWDSE303	Labour Welfare	4	300-399
09	25UBSWDSE304	Gerontological Social Work	4	300-399
10	25UBSWDSE305	Social Work Practicum Lab IV (PRI Setting)	4	300-399
	25UBSWDSE306	Social Work Practicum Lab IV (Health Setting)	4	300-399
	25UBSWDSE307	Social Work Practicum Lab IV (Labour Setting)	4	300-399
	25UBSWDSE308	Social Work Practicum Lab IV (Social Work with NGOs/Programmes addressing Disability)	4	300-399
11	25UBSWDSE309	Disaster Management	4	300-399
12	25UBSWDSE310	Mental Health and Introduction to Mental Health Disorders	4	300-399
13	25UBSWDSE311	CSR and Social Work Practice	4	300-399
14	25UBSWDSE312	Correctional Social Work Practices	4	300-399
15	25UBSWDSE313	Social Work Practicum Lab VI	0	300-399
16	25UBSWDSE401	Dalit and Tribal Social Work	4	400-499
17	25UBSWDSE402	School Social Work	4	400-499

18	25UBSWDSE403	Queer Social Work	4	400-499
19	25UBSWDSE404	Social Work Practice with Families	4	400-499
20	25UBSWDSE405	Contemporary Social Work Practice	4	400-499
21	25UBSWDSE406	Livelihood Promotion and Development	4	400-499
22	25UBSWDSE407	Community Mental Health and Mental Health Promotion	4	400-499
23	25UBSWDSE408	Masculinity and Equality	4	400-499
24	25UBSWDSE409	Social Work Practice with Children	4	400-499
25	25UBSWDSE410	Methods and Strategies of Assessment in Social Work Interventions	4	400-499

DSE 01

Discipline	SOCIAL WORK
Course Name	**Poverty, Inequality, and Social Welfare**[#]
Type of Course	**DSE**[##]
Course Code	**25UBSWDSE201**
Course Level	**200-299**
Course Summary	This course will help students understand basic economic concepts and their interconnectedness with social welfare and development. It will examine the links between poverty and inequality and the opportunities for socioeconomic mobility. The course will explore economic challenges and exploitation within a global historical perspective. It will present an overview of key definitions and perspectives to examine different forms of poverty and inequality across the world, with a special focus on India and Kerala. It will also address the particular challenges facing women, minorities, Indigenous peoples, and other vulnerable populations, and examine how poverty and inequality are linked to issues such as climate change, migration, and conflict. Finally, the course will conclude with a review of policy approaches and tools for addressing poverty and inequality in a variety of contexts. The course aims to foster spatial awareness, critical thinking, cultural awareness, and citizenship skills. With a strong foundation in social science, graduates will be well prepared to make a positive impact in their environment. Since practical components are integrated into this course, students are expected to spend 30 hours on fieldwork-related activities, which will be in addition to regular classroom hours.

Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	30*	60

Pre-requisites, if any	Nil

[#]For specializations: Development Social Work, Medical and Psychiatric Social Work, Labour Welfare Social Work, Multicultural Social Work

[##]Social Work Departments in different colleges can offer additional DSE courses based on the expertise of their faculty, with prior approval from the BOS

*Students are expected to spend 30 hours on fieldwork-related activities

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand basic concepts of economics, social welfare, and development	U	1,7,8
2	Identify the factors influencing economic growth, social welfare, and development	U	1,2,3,4,5,6,7,8
3	Apply the economic concepts and Social Science perspectives in understanding real-world social phenomena like poverty and inequality	A	1,3,4,6,7,8
4	Analyse the interventions possible in tackling poverty and inequality, and their shortcomings	An	1,2,4,5,6,7,8
5	Enhance sensitivity towards social issues like poverty and inequality - analyze the causes, capacity, and resources available to deal with the problem identified by the student.	E	1,2,3,4,7,8
6	Analyze the social policies and laws, and their effectiveness in dealing with social issues	An	1,2,3,4,7,8
7	Recognise the role of the social worker in dealing with poverty and its impacts	U	1,2,3,4,7,8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Basics of Economics and Social Welfare	15	1,2
	1.1	Defining Economics: Fundamental Economic concepts - wants, demand, supply, production, markets, utility; Central economic problems - demand and supply	3	
	1.2	Economic systems; economic institutions	2	
1	1.3	Definition of Economic growth; Indicators and factors influencing economic growth; Importance of economic growth; Measurement of Economic growth; Impact of economic growth on income inequality, critiques of the economic growth model	6	

	1.4	Development perspectives: Economic Development, Human Development, Social Development, Sustainable Development	4	
2		**Economic Development and Social Welfare**	**12**	**1, 2, 6**
	2.1	Social Welfare-concepts and approaches: Family-centric Approach, Residual Perspective, Mixed-Economy Approach, Institutional Approach.	4	
	2.2	Welfare economics: Origins of the welfare state, Objectives of the welfare state; Welfare state models - Liberal, Social Democratic, conservative, Hybrid Pareto Criterion, Pareto optimality and compensation	8	
	2.3	Social safety nets - Definition, Objectives, Components; Universal and targeted Approach of social safety net; Challenges; Pensions and Social Insurance; Historical origins of social welfare in India	4	
3		**Explaining Poverty and Inequality**	**18**	**3,5**
	3.1	What do we mean by "poverty" & "inequality"? Definitions; Multidimensional Measures of Poverty and inequality; Measuring Poverty and inequality	3	
	3.2	Global versus within-country inequality; Winners and losers in the global economy: Colonialism and Capitalism; Convergence and Poverty hotspots: Food Apartheid; Case study: Bengal famine	5	
	3.3	Cycle of poverty; Poverty trap: health poverty trap, economic poverty trap, educational poverty trap, geographical poverty trap, social poverty trap	5	
	3.4	Social Structure: poverty and inequality; Intersectional analysis of poverty: caste, race, and financial inequality; Gendered dimensions of poverty; Inequality and indigenous experience, poverty among the coastal communities of India; Exclusion and inequality in Among Trans-persons in Kerala	5	
4		**Poverty Interventions**	**15**	**4,6,7**
	4.1	Emergence of discourses on poverty, eg., Good Poor and Bad Poor - Elizabethan Poor Laws, settlement houses	2	
	4.2	Central Social Welfare Board, Department of Social Justice and Empowerment	3	

	4.3	Poverty alleviation programmes in India - Right to work (MGNREGP), Right to Food	2	
	4.4	Kudumbashree Mission	2	
	4.5	New inequalities of the 21st century: Global Climate risk and poverty, Disasters and poverty, Conflict and Poverty	3	
	4.6	Role of Social Worker in dealing with micro, mezzo, and macro aspects of poverty	3	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	  1. Interactive lectures.
	  2. E-learning
	  3. Seminar
	  4. Library works
	  5. Observation visits
	  6. Interaction with social workers in poverty alleviation projects
	  7. Case study presentations

Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Team Project Report ▪ Observation visit report and Presentation **B. End Semester Examination (ESE) (2 Hrs. written exam)** <table><tr><th>Part</th><th>No. of Qns.</th><th>No. of Qns. to be answered</th><th>Total Mark</th></tr><tr><td>A (1 mark each)</td><td>10</td><td>10</td><td>**10**</td></tr><tr><td>B (3 marks each)</td><td>7</td><td>5</td><td>**15**</td></tr><tr><td>C (5 marks each)</td><td>5</td><td>3</td><td>**15**</td></tr><tr><td>D (15 marks each)</td><td>4</td><td>2</td><td>**30**</td></tr><tr><td></td><td></td><td>**Total Mark for ESE**</td><td>**70**</td></tr></table>

Credits and Marks Distribution		
• **Theory 4 Credit**		
Total Mark		100
CCA		30*
ESE		70

*Assessment method for additional practicum can be decided by the teacher (It can be considered for CCA under the component Observation visit report and Presentation or Team Project Report)

References

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- World Bank. 2000. World Development Report 2000/2001: Attacking Poverty. Washington, DC: World Bank.

DSE 02

Discipline	SOCIAL WORK				
Course Name	**Perspectives of Community Development**				
Type of Course	**DSE**				
Course Code	**25UBSWDSE202**				
Course Level	**200-299**				
Course Summary	The objective of this course is to provide perspectives on community development, identify rural and urban issues and challenges to development. After this course, one can analyze the schemes and programs available for rural and urban development.				
Semester	IV	**Credits**		4	**Total Hours**
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites , if any	The student should have the basic knowledge of the course, Working with the Community.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the importance of community development in India	U	1,2,4,5,6,7
2	Identify the challenges and crises towards community development in India	U	1,2,4,5,6,7,8
3	Analyse nature, scope, objectives, importance, and issues of rural and urban development.	A	1,2,4,5,6,7
4	Describe PRI institutions, structure, functions, sources of funding, and seat reservations.	U	1,2,4,5,6,7
5	Critically examine the administration for rural and urban development	E	1,2,4,7
6	Evaluate various policies, programmes and schemes for Women and children.	E	1,2,3,4,5,6,7,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**An overview of Community Development**	12	1,2
	1.1	Concept of Community Development	2	
	1.2	Challenges towards Community Development	2	
	1.3	History and evolution of community development models in India	6	
	1.4	Indicators of Community Development	2	
2		**Perspectives of Rural Development**	18	3
	2.1	Concept, Nature, Models, and Scope of Rural Development; Gandhian Model	3	
	2.2	Characteristics of the Rural Society, Rural Economy, PRI Institutions, and their structure	4	
	2.3	Objectives and Importance of Rural Development	2	

	2.4	Issues related to Rural Development in India	2	
	2.5	Importance of Rural Technology for Rural Development	2	
	2.6	73rd and 74th Constitution Amendment Act- Establishment of local self-governance in Rural and Urban India; PRI Institution - its structure and functions	5	
	2.7	Role of Government and Non-Governmental Organizations in Rural India	3	
3	**Perspectives of Urban Development**		**15**	**4**
	3.1	Concept, Nature, and Scope of Urban Development	3	
	3.2	Models of Urban Development in India	3	
	3.3	Urban social problems: overcrowding, urban disorganization and maladjustments, urban migration, Poverty and unemployment in urban areas.	5	
	3.4	Urban Slums and Problems of Slum Areas	2	
	3.5	Urban Governance- Structure and Nagarapalika Bill	2	
4	**Programmes for Rural and Urban Development**		**15**	**5,6**
	4.1	Rural Programmes: DDUGKY, PMAY- G, MGNREGS, Swachh Bharat Abhiyan, NRLM.	5	
	4.2	Urban Development Programmes: PMAY- U, DAY, VAMBAY, NULM, AMRUT.	5	
	4.3	Poverty eradication Programmes, Role of Kudumbashree and SHG for women empowerment and Poverty eradication	5	
5	**Teachers Specific Content**			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) 1. Direct Instruction 2. Brainstorming 3. Lecture 4. E-Learning 5. Seminar 6. Group Assignment 7. Group Discussion

Assessment Types	Mode of Assessment
	A. Continuous Comprehensive Assessment (CCA) ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Case analysis ▪ Reflection Report **B. End Semester Examination (ESE) (2 Hrs. written exam)**

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 03

Discipline	SOCIAL WORK					
Course Name	**Medical and Psychiatric Social Work**					
Type of Course	**DSE**					
Course Code	**25UBSWDSE203**					
Course Level	**200-299**					
Course Summary	The course introduces the scope of Social Work in the specialised field of Medical and Psychiatric.					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites , if any	Completed courses in public health, general psychology, etc.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
	Upon the completion of the course, the student will be able to:		
1	Be familiar with the healthcare system and mental health services available in the community.	U	**1,4,5,6,7**
2	Understand the impact of illness and mental health on individuals, families, and communities.	U	**1,2,4,5,7,8**
3	Demonstrate knowledge of major medical and mental health conditions, including their causes, symptoms, and treatment options.	An	**1,2,7**
4	Conduct assessments to identify the psychosocial needs of clients.	S	**1,2,4,6,7**
5	Develop and implement intervention plans to address the psychosocial needs of clients.	C	**1,2,3,4,5,6,7**
6	Demonstrate the skills and roles of the social worker in the medical and psychiatric setting	S	**1,2,3,4,7,8**
	*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)		

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Concepts of Medical Social Work**	**12**	**1,2**
	1.1	Concepts of health, well-being, health care, and Development	2	
	1.2	Correlation with development and multi-dimensionality; Dimensions of health: mental health, physical health, occupational health, environmental health; gender and health; reproductive health and sexuality	7	
	1.3	Relationship between health, mental health, and development	3	

		Medical Social Work: Emerging Issues and Settings	15	1,2,3,6
2	2.1	Health in the context of social change, marginalization, violence, and conflicts.	4	
	2.2	Migration: Social Work in Illness Prevention and Health Promotion	2	
	2.3	Social Work in hospitals, Social Work in emergency departments, community health, Trauma center, HIV/AIDS and TB Centre, and Palliative care.	6	
	2.4	Role and significance of Medical Social Worker in Health research, and health administration	3	
3		**Psychiatric Social Work and Aetiology of Mental Disorders**	18	1,2,3,4,5,6
	3.1	Psychiatric Social Work: Definition, Scope, Socio-Historical Development of Psychiatric Social Work in India and Abroad	4	
	3.2	Socio-genesis of Mental Illness, Importance of Social Psychiatry and Transcultural Psychiatry	3	
	3.3	Supervision in Psychiatric Social Work	2	
	3.4	Mental disorders of adults: Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses: Anxiety disorders, depression, Personality disorders. Suicide, substance abuse, dementia and sexual disorders. Child Psychiatry and Transcultural psychiatry	9	
4		**Psychological Assessment and Treatment of Mental Disorders**	15	1,2,3,4,5,6
	4.1	Psychosocial assessment: concept, importance, types, tools	5	
	4.2	Psycho-social diagnosis, treatment, and types: family therapy, psycho-education, supportive therapy, use of resources, building social support, social skill learning, milieu therapy, psychotherapies, behaviour therapy, therapeutic community, ECT, relapse prevention therapy, home visit	10	
5		Teacher specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) 　　1. Lecture 　　2. Case study 　　3. Articles Reviews 　　4. Assignment 　　5. Seminar 　　6. Field Visits 　　7. Skill Lab
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** 　　▪ Internal test 　　▪ Assignments 　　▪ Presentation 　　▪ Classroom Discussions 　　▪ Quiz 　　▪ Role Play 　　▪ Case analysis **B. End Semester Examination (ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

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DSC 04

Discipline	SOCIAL WORK
Course Name	**Human Resource Management and Development**
Type of Course	**DSE**
Course Code	**25UBSWDSE204**
Course Level	**200-299**
Course Summary	This course will enable the student to explore the intricate dynamics of Human Resource Management and Development. The course will facilitate the students in developing a comprehensive view of the Human Resource Management concepts and gaining insights into organizational behaviour, talent acquisition, and employee training to foster effective social work practices within diverse workplace environments.

Semester	IV	Credits			4	Total Hours
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	-					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Analyse human resource management and development as a managerial process in an organization	An	1,2,3,6,7
2	Develop strategies for recruiting and evaluate the effectiveness of various recruitment and selection methods.	C	1,2,3,4,6,7
3	Apply performance management techniques to motivate and develop employees	A	1,2,3,6,7
4	Develop strategies and apply various organizational development interventions to promote organizational change and effectiveness.	C	1,2,3,4,5,6,7
5	Design and implement effective training programs by identifying the training needs	C	1,2,3,4,6,7
6	Demonstrate the skill in human resource management and development in an organization	S	1,3,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Human Resource Management**	10	1,2,6
	1.1	Meaning, Definition, nature and Scope of HRM	2	
	1.2	Origin of HRM, Personnel management to HRM.	2	
	1.3	An HR System: Components- HR strategies, HR policies, HR Practices	2	
	1.4	HR Practices: Organisation Design and Development, Resourcing, Learning and Development, Employee Relations and Employee Wellbeing	4	

		HR Functions	20	1,2,3,4,5,6
2	2.1	Human Resource Planning: Manpower Planning, meaning, Purpose/objective of HRP- Continuity flow, Maintenance, response to change, control, and decision making. Dimensions of HRP. Strategies related to HRP- Acquisition, Retention, Development, Utilisation, Flexibility, Downsizing	4	
	2.2	Recruitment and selection: Job Analysis, Job Description, Job Profile, Person Specification, Attracting applicants, Sourcing candidates: digital and traditional approaches (Sources: Internal, External, Campuses), Advertising, Screening applications, Selection methods- Interviewing, Testing, Assessing candidates, Selecting, inducting, and placing.	7	
	2.3	Performance Appraisal- concept, methods. Reward Management- definition, Types of rewards- Financial, nonfinancial, and total rewards.	4	
	2.4	Employee Wellbeing – factors or domains of Wellbeing-Work, work-life balance, financial wellbeing, quality of workplace/ environment, values & principles, Social components, personal growth. Employee relations	5	
3		Organizational Behaviour	15	1,3,4,5,6
	3.1	Meaning, definition, nature, and relevance	2	
	3.2	Factors influencing the organization's functions- Process, Information systems, Location and infrastructure, Human capital and other stakeholders (suppliers, buyers, etc), Rules, Relationships, and Technology. Employee motivation: Major factors and theories	5	
	3.3	Organisation Culture: Meaning, Factors influencing, Typology of OC: Power-oriented, People-oriented, Task-oriented, and Role-oriented.	4	
	3.4	Organizational Climate: Meaning, Organizational processes that include OC- Communication, Group behaviour, Leadership, Role, Power, and individual attributes.	4	
4		Human Resource Development	15	1,3,4,5,6
	4.1	Human Resource Development – concept, nature, significance, and purpose of HRD	3	

	4.2	Basic assumptions in HRD: Belief in human potential, the goal of improvement, a problem- solving orientation, and systems thinking	6	
	4.3	Training: Types, Process of training	3	
	4.4	Promoting learning and development, Career planning and development	3	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	     1. Interactive lecture
	     2. Workshop by experts
	     3. Social media campaign
	     4. Role play
	     5. Preparation of IEC/ICT materials
	     6. Group discussions

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 05

Discipline	SOCIAL WORK					
Course Name	**Social Work with Differently Abled***					
Type of Course	**DSE**					
Course Code	**25UBSWDSE205**					
Course Level	**200-299**					
Course Summary	This course introduces students to contemporary social work practice, with a focus on supporting differently abled individuals. It seeks to convey an understanding of what it is like to live with disabilities and the challenges that people with disabilities face in everyday life.					
Semester	**IV**	**Credits**			**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	**-**	**-**	**-**	
	Hours	**60**	**-**	**-**	**-**	**60**
Pre-requisites , if any	Students should be aware of the field settings in social work.					
*Multicultural Social Work						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Describe the definition, concept, and problems of differently Abled	U	1,2
2	Recognize various approaches, magnitudes, causes, and consequences of disabilities	K	1,2,7
3	Demonstrate an insight into the Mental Disability	A	1,2,7
4	Determine the magnitude, causes, types, assessment, and impact of visual impairment, hearing impairment, and deaf-blindness	E	1,2,7
5	Identify the rights of people living with disabilities.	An	3,4,5,6,7
6	Build a perspective and foster understanding of the role of the multidisciplinary team and social worker in the process of rehabilitation and inclusion of persons with disabilities.	C	3,4,5,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Definition and Problems of Differently Abled	15	1,2
	1.1	Meaning and Definition of disabilities	2	
	1.2	Components of disability	3	
1	1.3	Problems faced by Persons with Disabilities relating to performing Activities of Daily Living, Education, Sexuality, Integration, Employment, and Interpersonal Relationships.	7	
	1.4	Stigma and stereotypes	3	

		Approaches and Models of Disability		15	2
2	2.1	Approaches to disability: Medical, System, Legal, Socio-Political, Human Rights, Psychological, Ecological, Vocational, and Social Model		9	
	2.2	Magnitude of Disability		2	
	2.3	A holistic model to understand disability		2	
	2.4	Causes of Disability, Consequences of Disability		2	
		Types of Disability		15	1,3,4
3	3.1	Visual Impairment: Magnitude, Causes, Types, Assessment, Impact		2	
	3.2	Hearing Impairment: Magnitude, Causes, Types, Assessment, Impact		2	
	3.3	Deaf-blind: Magnitude, Causes, Types, Assessment, Impact		2	
	3.4	Locomotor Disability: Magnitude, Causes, Types, Assessment, Impact		3	
	3.5	Cerebral Palsy: Magnitude, Causes, Types, Assessment, Impact		3	
	3.6	Mental retardation, Types, Anxiety disorders, Mood disorders, Trauma-related disorders		3	
		Constitutional Provisions, Models of Rehabilitation, and the Role of the Social Worker		15	5,6
4	4.1	UNCRPD; The Person with Disability Act, 1995; National Trust Act, 1999		4	
	4.2	The Rights of Person with Disabilities Bill, 2014; The Rehabilitation Council of India Act,1992/ Amendment 2000		4	
	4.3	Models of Rehabilitation: Institution-Based Rehabilitation, Community-Based Rehabilitation		3	
	4.4	Role of Multidisciplinary Rehabilitation Team, Rehabilitation and Inclusion of the Differently Abled, Role of Social Workers in the Process of Rehabilitation		4	
5		**Teacher-specific content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct Instruction
	    2. Brainstorming Lecture
	    3. E-Learning
	    4. Group Assignment
	    5. Library Work
	    6. Group Discussion
	    7. Presentation by individual student/group

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
	| Part
		No. of Qns.	No. of Qns. to be answered	Total Mark

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A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70** | **Credits and Marks Distribution** • **Theory 4 Credit** | Total Mark	100
CCA	30
ESE	70	

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DSE 06

Discipline	SOCIAL WORK
Course Name	**Green Social Work**
Type of Course	**DSE**
Course Code	**25UBSWDSE301**
Course Level	**300-399**
Course Summary	Survival of our known world depends upon ecological knowledge and interaction strategies. This course will help the students to gain a more nuanced understanding of the ecology, a critical insight into how the social work profession deals with the very important dimensions of environmental justice and rights.

Semester	V		Credits				4	Total Hours
Course Details	Learning Approach	Lecture		Tutorial	Practical	Others		
		4		-	-	-		
	Hours	60		-	-	-		60

Pre-requisites, if any	Basic understanding of environmental issues in the world and basic understanding of legislative and policy framework for environment conservation in India

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Acquire conceptual understanding of theories and discourses on the environment	U	**1,2,4,5,6,7**
2	Acquire skills for critical analysis of issues related to the environment and development	S	**1,2,4,5,6,7,8**
3	Develop knowledge on the institutional framework, legal framework, and strategies involved in environmental conservation	An	**1,2,4,5,6,7**
4	Initiate and practice green social work philosophy and strategies in the social work profession	A	**1,2,4,5,6,7**
5	Assess environmental impacts of development projects	E	**1,2,3,4,7**

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Ecology: meaning and definition**	**12**	**1,2,3**
	1.1	Ecology definition, components of ecology, ecosystem, biosphere, ecological niche, ecological diversity, ecological network	4	
	1.2	Types - population ecology, community ecology, ecosystem ecology, social ecology, molecular ecology	3	
	1.3	Approaches - Biocentrism and Anthropocentrism, Deep Ecology and Shallow Ecology, Criticisms of approaches in Ecology, Political Ecology and Critical Political Ecology, Ecofeminism	5	
2		**Environmental Issues**	**20**	**2,3,4**
	2.1	History and impact of ecological destruction in local to global communities/marginalised groups; Environmental Racism; ecological refugees, Environment and Human rights.	4	

	2.2	Domestic and Industrial Pollution - different types of pollution and their consequences	2	
	2.3	waste management - different types of waste, current practices in waste management, principles and emerging philosophy of waste management, zero waste, waste is wealth, waste recycling, changes in consumer behaviour	4	
	2.4	Reclamation of wetlands and waterbodies, deforestation, unscientific use of biodiversity, unscientific mining, unscientific infrastructure development, and biopiracy	4	
	2.5	Alienation of Common Property resources, water scarcity, drought, global warming and climate change, flood, waterlogging, and the adversities of the Green Revolution	4	
	2.6	Carbon emission, global warming	2	
3	**Green Social Work**		**12**	**3,4,5**
	3.1	Emergence, Concept, Perspectives	2	
	3.2	Scope of social work practice for environmental conservation: local to global	2	
	3.3	Concept of Green Governance, Environmental Impact Assessment	2	
	3.4	Environmental Movements ‐ local to international; Environmental Justice and Social Justice - sustainable development	3	
	3.5	Government and non-government agencies and programmes for environmental protection and conservation ‐ International, National, and State	3	
4	**Environmental conservation strategies**		**16**	**3,4,5**
	4.1	Policies and legislations for environmental protection and conservation ‐ International, National, and State ‐ National Environment Policy	3	
	4.2	International Treaties - Brundtland Commission Report, Ramsar Convention on Wetland, UNFCCC, Kyoto protocol and Paris Agreement.	3	
	4.3	Legislation relating to the protection of forests, biodiversity, waterbodies, wetlands, agricultural lands, common property resources, coastal zones; Legislation for the prevention of air, water, and sound pollution	4	

	4.4	Watershed management and watershed-based projects: importance, features, and strategies. Forest management and Social Forestry, Indigenous technology, and Appropriate Technology.	4	
	4.5	Ecological ethics: concepts of organic living, fair trade	2	
5	**Teachers Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Direct Instruction 2. Brainstorming 3. Lecture 4. E-Learning 5. Seminar 6. Group Assignment 7. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis **B. End Semester Examination (ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

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DSE 07

Discipline	**SOCIAL WORK**
Course Name	**Public Health and Medical Social Work**
Type of Course	**DSE**
Course Code	**25UBSWDSE302**
Course Level	**300-399**
Course Summary	The course will help the learner to acquire knowledge and competence to initiate social work practice in Public Health.

Semester	V	Credits			4	Total Hours
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites , if any	The learner should have basic idea about health and health care					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Comprehend about the relevance of Public Health in social work practice	U	2,3,4,5,6
2	Sensitive to the health needs of various sections of the society	A	3,4,5,6,7
3	Demonstrate skills in organizing various health education Programmes	S	3,7
4	Appraise various emerging challenges to public health and design effective strategies to address such challenges	E	2,3,4,5,6,7,8
5	Demonstrate communication skills for advocacy, health education and management of health care services	S	2,3,7
6	Examine various health policies and programmes to address challenges in the health field.	A	1,2,3,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Health**	12	1
	1.1	Health, dimensions of health, determinants of health, spectrum of health, Positive health	3	
	1.2	Public health, meaning, objectives, areas, Community Health	3	
	1.3	Epidemiology meaning, components, objectives, and Epidemiological triad	3	
	1.4	Family and Community Medicine, Clinical Sociology	3	
2		**Health Education & Health Administration**	12	3,4,5
	2.1	Health Education: objectives, principles, contents and methods	3	
	2.2	Health care and levels of health care	2	

	2.3	Health care system in India: Public, Private and indigenous systems of medicine	3	
	2.4	Primary Health care, Principles of primary health care, primary health care in India: ANM, ASHA workers, Dais	4	
3		**Health Programmes in India**	**19**	**2,6**
	3.1	National Health Policy, Alma-Ata Declaration, National Family Health Survey (NFHS)	3	
	3.2	National Vector-Borne Disease and Control Programme (NVBDCP), National Leprosy Eradication Programme, National TB Elimination Programme (NTP), National AIDS Control Programme	4	
	3.3	National Programme for the Control of Blindness, Iodine Deficiency Disorders (IDD) Programme, Universal Immunization Programme, National Health Mission (NHM)	4	
	3.4	Reproductive and Child Health Programme (RCH), National Programme for the Health Care of Elderly (NPHCE)	2	
	3.5	National Tobacco Control Programme, National Programme for the Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)	2	
	3.6	National Mental Health Programme, Ayushman Bharat Scheme	2	
	3.7	International Health, World Health Organisation, UNICEF, ILO, FAO, World Bank	2	
4		**Emerging areas of Public Health**	**17**	**2,4**
	4.1	Geriatric health care, health needs of the aged.	2	
	4.2	Mental health needs of youth: suicide, substance abuse, social media addiction, obesity, Junk Foods	2	
	4.3	Zoonotic diseases, Covid 19 and Nippah	2	
	4.4	SDG goals and Health in India, interventions for achieving SDG goals	2	
	4.5	Health expenditure, impact of globalization in health sector, generic drugs, Unnecessary or excessive use of medical interventions, Universal Health Records (UHR)	3	
	4.6	Public health during disaster management, influence of climate change on Health	2	

	4.7	Importance of Local Self-Governments (LSGs) in Public Health	2	
	4.8	Health as a Human Right, Role of the Social Worker in Public Health	2	
5	Teacher Specific Content			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture 2. Group Discussion 3. Case study analysis 4. Brainstorming 5. Debate 6. Assignments 7. Seminar
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis **B. End Semester Examination (ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 08

Discipline	SOCIAL WORK				
Course Name	Labour Welfare				
Type of Course	DSE				
Course Code	25UBSWDSE303				
Course Level	300-399				
Course Summary	To understand the labour welfare measures in an organization and the intervention of social workers there				
Semester	V	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	Completion of the course, Administration and management of Human services				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand the constitutional provisions and industrial-related labour welfare laws	U	**1,2**
2	Assess the labour markets, wages, employment and unemployment issues	A	**1,2,4,5,6**
3	Create knowledge in industrial and psychological aspects of labour	C	**1,2,7**
4	Understand and Analyse different labour movements in India	An	**1,2,4,5,6,7**
5	Liaison with labour welfare agencies and mechanisms for settlement of Disputes	A	**1,2**
6	Analyse various labour problems and its welfare based solutions	Ap	**1,2,3,4,5,6,7**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Labour Welfare, Theories and Laws**	**15**	**1**
	1.1	Definition of labour welfare, Constitutional laws related to labour welfare, Industrials laws related to labour welfare	5	
	1.2	International laws related with labour welfare, specifically by UN and other International labour welfare organisations	5	
	1.3	Labour welfare theories-The Policing theory, The social theory, functional theory, public relation theory, trusteeship theory and placating theory	5	
2		**Principles, Psychological Aspects of Labour Welfare and Concepts**	**15**	**1,2,3**
	2.1	Principles of labour welfare in India	3	
	2.2	Industrial and psychological aspects of labour welfare	3	

	2.3	Labour market- concepts, type, characteristics; wages In India	6	
	2.4	Employment and unemployment of labour market in India	3	
3	**Labour problems, organisations and labour welfare movements in India and abroad**		**15**	**2,3,4,6**
	3.1	Important Indian labour movements	3	
	3.2	Important labour movements in the world	4	
	3.3	Important labour organisations in India and abroad	4	
	3.4	Identifying the major labour welfare problems in India and abroad	4	
4	**Labour Welfare Programmes and Agencies for Labourers**		**15**	**5,6**
	4.1	Statutory and non-statutory provisions as labour welfare	4	
	4.2	Welfare programmes for labourers-different welfare boards and their functions	4	
	4.3	Labour court-Duties and powers	3	
	4.4	Agencies of labour welfare- state, employer, trade unions, voluntary agencies	4	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1.Interactive learning 2.E-learning 3.Seminar 4. Group discussion 5. Workshop 6. Lecture method
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 09

Discipline	SOCIAL WORK					
Course Name	**Gerontological Social Work**					
Type of Course	**DSE**					
Course Code	**25UBSWDSE304**					
Course Level	**300-399**					
Course Summary	As an emerging field of social work, the course introduces the social work intervention in the area of gerontology.					
Semester	V	Credits			4	Total Hours
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	Age-specific characteristics and hazards (Developmental Psychology)					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Identify the concepts, theories, and approaches of Gerontology	U	**1,2**
2	Discuss the process and challenges of ageing	E	**1,2,7**
3	Draw the implementation of policies and programmes related to the elderly	S	**1,2,4**
4	Judge the trends in gerontology at the global level	E	**2,5,6,7,8**
5	Organise the skills for innovations in Gerontological social work	E	**7,8**
6	Recognize the role of the social worker in services related to the elderly	U	**3,4,5,6,7**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction and concepts of Gerontology and Gerontological Social Work**	**10**	**1**
	1.1	Definition, Concept, Ethical principles and Nature of Gerontology	2	
	1.2	Development of the field of gerontology	2	
	1.3	Socio-Demographic aspects, Implication of the changing demography of ageing	2	
	1.4	Definition and concept of Gerontological Social work	2	
	1.5	Nature and Scope of Gerontological Social work	2	
2		**Theoretical Foundations and Aging Process and challenges**	**10**	**1,2**
	2.1	Role Theory and Disengagement Theory, Critical Theory and Activity Theory	2	

	2.2	Process of Aging - causes and consequences	2	
	2.3	Disability & Terminal illnesses related issues: causes, symptoms and conditions	2	
	2.4	Death and Dying, Successful Ageing, Grief Counselling	2	
	2.5	Elderly abuse	2	
3		**National Policies, Programmes and Interventions**	**25**	**3,6**
	3.1	Senior Citizen Protection Act (2007), National Policy on Senior Citizens (2011), Pradhan Mantri Vaya Vandana Yojana (PMVVY), Rashtriya Vayoshri Yojana (RVY)	6	
	3.2	Indira Gandhi National Old Age Pension Scheme (IGNOPS), National Programme for the Health Care of Elderly (NPHCE), Varshitha Pension Bima Yojana (VPBY), Vayomithram, Pakalveedu	7	
	3.3	Advocacy and empowerment oriented social work programmes, Formal and Informal Care	3	
	3.4	Interdisciplinary team practices in elder care	3	
	3.5	Institutional and Non-Institutional Services	3	
	3.6	Psychosocial assessment and interventions	3	
4		**Global Trends in Social Work Practice**	**15**	**4,5**
	4.1	Development of Geriatric social work and role of NGOs in Elder health and welfare in Global level - America, Canada, Australia, Sweden, Germany, Netherlands	8	
	4.2	Global Policies and programmes for elderly- UN Principles for Older Pensions, UDHR, Proclamation Aging and Global Targets for Ageing	4	
	4.3	Difference between Gerontological social work in regional and Global level	3	
5		**Teacher Specific Content**		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	1. Direct Instruction 2. Lecture 3. E-Learning 4. Seminar 5. Group Assignment 6. Group Discussion

Assessment Types	Mode of Assessment

	A. Continuous Comprehensive Assessment (CCA)
	
	   ▪ Internal test
	   ▪ Assignments
	   ▪ Presentation
	   ▪ Classroom Discussions
	   ▪ Quiz
	   ▪ Role Play
	   ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

- Cumming E & William H (1961) Growing Old: The Process of Disengagement, Basic Books, New York
- Dandekar, Kumudini (1996) The Elderly In India, Sage Publications, New Delhi
- Desai, M & Raju, S (2000) Gerontological Social Work in India, BR Publications, New Delhi
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DSE 10

Discipline	SOCIAL WORK
Course Name	**Social Work Practicum Lab IV**
Type of Course	**DSE**
Course Code	**25UBSWDSE305** [Social Work Practicum Lab IV (PRI Setting: Development Social Work Specialization)] **25UBSWDSE306** [Social Work Practicum Lab IV (Health Setting: Medical and Psychiatric Social Work Specialization)] **25UBSWDSE307** [Social Work Practicum Lab IV (Labour Setting: Labour Welfare Social Work Specialization)] **25UBSWDSE308** [Social Work Practicum Lab IV (Social Work with NGOs/Programmes addressing Disability: Multi-cultural Social Work Specialization)]
Course Level	**300-399**
Course Summary	The Social Work Practicum Lab IV aims to enhance the proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions of the social work trainees in health settings, Panchayati Raj Institutions, institutions for the differently abled & Labour welfare institutions. The students choosing different specialization pathways should choose appropriate field work settings.

Semester	V	Credits			4	Total Hours
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		-	2	2	-	
	Hours	-	30	60	30*	120

Pre-requisites, if any	An MoU can be signed between the Social Work institute and the PRI institution/health settings/, institutions for the differently abled/ Labour welfare institutions.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions in group work.	A	1,2,3,4,5,6,7,8
2	Engage in advocacy efforts to address social injustices, promote human rights, and empower clients and communities to access resources and services	A	1,2,3,4,5,6,7,8
3	Network and collaborate with agencies to address the needs of clients and communities	An	1,2,3,4,5,6,7,8
4	Exhibit cross-cultural communication Skills	A	1,2,3,4,5,6,7,8
5	Develop skills in observation, teamwork, planning, organizing, recording, and evaluation	S	1,2,3,4,5,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting

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

Social Work Practicum Lab Requirements

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

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) &
END SEMESTER EXAMINATION (ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Groupwork and its reporting	10	-
2	Casework and its reporting	10	-
3	Theme-based community programme linking with SDGs	-	10
4	Community programme for the target group	-	10
5	Regularity & Quality of the Report	5	-
6	Field Work Conferences with Supervisor	5	-
7	Summary Report	-	10
8	Field Practicum Presentation	-	20
9	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSE 11

Discipline	SOCIAL WORK
Course Name	**Disaster Management**
Type of Course	**DSE**
Course Code	**25UBSWDSE309**
Course Level	**300-399**
Course Summary	This course explores the intersection of disaster management and social work intervention. Key topics include understanding the environmental issues, psychological impact of disasters, crisis intervention techniques, community resilience, disaster risk reduction, the role of social workers in emergency response, recovery, and rebuilding efforts. Students also learn about ethical considerations, cultural competence, and collaboration with other agencies to enhance their ability to address the complex challenges posed by disasters. The course integrates theoretical concepts with practical skills, emphasizing the importance of cultural competence and ethical considerations in disaster.

Semester	VI	Credits			4	Total Hours
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	An understanding of environmental issues and the theoretical foundations of disaster management	U	1,3
2	Understand the differential effects of disasters on diverse communities.	U	3,8
3	Evaluation of Long-Term Recovery Initiatives	E	3,8
4	Explore strategies for mitigating and adapting to the impacts of disasters on the environment.	S	4
5	Promote sustainable practices and policies that contribute to environmental preservation and disaster resilience	A	6,8
6	Assess the role and social work interventions in disaster management	E	1,3,4,7,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Environmental Systems and Dynamics on Environmental Issues**	**15**	**1,2**
	1.1	Overview of environmental components and their interactions; Ecosystem, Natural Resources: Use and over-exploitation of Land, Forest, Minerals, Water resources; Renewable and Non-Renewable	5	
	1.2	Environmental Pollution: definition, cause, effects, and control measures; a. Air pollution, b. Water pollution, c. Soil pollution, d. Marine pollution, e. Noise pollution, f. Thermal pollution, g. Nuclear hazards, Deforestation, and loss of biodiversity; Climate Change & Sustainable Development - Cause, Effect, Global Warming	7	
	1.3	Environmental Impact Assessment (EIA); EIA process and stages; Tools and Techniques for Impact Assessment	3	

		Disaster Management Fundamentals, Disaster Preparedness and Planning	15	2,3,5
2	2.1	Definition and classification of disasters: Natural and Manmade disasters- Cause and effect; Stages of Disasters: Rescue, Relief, Reconstruction, and Rehabilitation; Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, and Lightning)	6	
	2.2	Preparedness Measure, Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA; Community Preparedness: The role of communities in disaster management	6	
	2.3	Stakeholder Participation- NGOs, Armed forces, etc., Corporate Social Responsibility (CSR)	3	
		Crisis Intervention	15	2,3,4,5,6
3	3.1	Psychological First Aid (PFA)	4	
	3.2	Crisis Counselling	4	
	3.3	Safety Planning and Risk Assessment; Post-disaster recovery strategies. Rehabilitation and rebuilding efforts; Survival skills adopted during and after the disaster	7	
		Disaster Management & Social Work Responses	15	1,2,4
4	4.1	Psycho Social Interventions	2	
	4.2	National and state disaster management framework; financial arrangements, National Policies for Environmental Protection and Disaster Management	5	
	4.3	Legal frameworks governing environmental issues and disaster response; Ethical Considerations in Environmental and Disaster Management; Role and social work interventions in disaster management	8	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture discussion session 2. Interview with disaster-affected persons 3. Group discussion 4. Assignment 5. Seminar 6. Interactive Lecturer 7. Library work 8. Case study 9. Brainstorming 10. Field visits to disaster-affected areas

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
	| Part
		No. of Qns.	No. of Qns. to be answered	Total Mark

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A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70** | **Credits and Marks Distribution** • **Theory 4 Credit** |	
Total Mark	100
CCA	30
ESE	70	

References

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- Shukla, S. K. and Srivastava, P. R. (1992). *Human Environment: An Analysis*
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DSE 12

Discipline	SOCIAL WORK
Course Name	**Mental Health and Introduction to Mental Health Disorders**
Type of Course	**DSE**
Course Code	**25UBSWDSE310**
Course Level	**300-399**
Course Summary	Through this course, the graduate will learn to identify differences in mental disorders and will be able to apply counselling across different fields of social work.

Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand the foundation of human behaviour	U	1,2
2	Use the common user diagnostic classification system	A	1,2,3
3	Articulate the causes, prevention, diagnosis, and treatment	A	1,2,3
4	Apply counselling skills in the field of social work	A	1,2,3
5	Respect diversity and human rights by understanding mental disorders.	A	1,2,3
6	Relate the critical knowledge of Abnormal Psychology within various fields of social work	C	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Mental Health**		15	1,2
	1.1	Concepts of Normality and Abnormality	2	
	1.2	Historical perspective of abnormal psychology	2	
	1.3	Concepts of mental health, mental ill-health, and positive mental health	3	
	1.4	Concepts of neurosis and psychosis	3	
	1.5	DSM and ICD	5	
	Schizophrenia and Mood Disorders		15	3,5
	2.1	Concepts of hallucination, illusion, and delusion	3	
	2.2	Mood disorders: Unipolar disorder – causal factors, and treatment	3	
	2.3	Bipolar disorder- cause, treatment; Suicide- prevention	3	

	2.4	Psychotic disorders: Schizophrenia- positive symptoms, negative symptoms, cause, and treatment	3	
	2.5	Delusional disorders- cause, and treatment	2	
3	**Neurotic Disorders and Substance-Related Disorders**		**20**	**3**
	3.1	Phobic anxiety- meaning, causes, and treatment; obsessive-compulsive disorder- meaning, causes, and treatment	3	
	3.2	Eating disorders – meaning, types, causes, and treatment; Sleeping disorders- meaning, types, causes, and treatment; Sexual dysfunction- meaning, sexual cycle, causes, and treatment	6	
	3.3	Substance abuse- tolerance, dependence; Addiction-Withdrawal symptoms	3	
	3.4	Addiction disorders: Alcohol abuse and dependence- causal factors, and treatment; Drug abuse and dependence – causal factors, and treatment	5	
	3.5	Prevention and treatment: primary, secondary, and tertiary prevention	3	
4	**Childhood Disorders**		**10**	**1,4,6**
	4.1	Pervasive Developmental Disorder- symptoms and treatment	2	
	4.2	Hyperkinetic Disorders: symptoms and treatment	2	
	4.3	Conduct Disorder, Emotional Disorders: symptoms and treatment	3	
	4.4	Mental retardation: symptoms and treatment	3	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 　　　1. Brainstorming lectures 　　　2. Explicit teaching 　　　3. E-learning 　　　4. Interactive instruction 　　　5. Seminars 　　　6. Assignments 　　　7. Group discussions 　　　8. Presentations by individual students

Assessment Types	Mode of Assessment
	A. Continuous Comprehensive Assessment (CCA) ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis **B. End Semester Examination (ESE) (2 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 13

Discipline	SOCIAL WORK				
Course Name	**CSR and Social Work Practice**				
Type of Course	DSE				
Course Code	**25UBSWDSE311**				
Course Level	**300-399**				
Course Summary	This course explores the relationship between social work practice and corporate social responsibility (CSR) in the Indian setting. It looks at how CSR efforts affect community development and social welfare, with a focus on professional social workers' engagement in various aspects of CSR programs. Students will get practical insights into utilizing corporate social responsibility (CSR) to address social concerns and promote sustainable development through case studies, fieldwork, and discussions.				
Semester	VI	Credits		4	Total Hours
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	The student should have basic knowledge of community problems and the social work method of working with the community.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand the concept and evolution of CSR and its relevance to social work practice.	U	1,2,5,7
2	Analyse the regulatory framework and policies governing CSR in India.	An	1,2,4,5,7
3	Analyse the nature, scope, objectives, and importance of various CSR projects	An	1,2,4,5,6,7
4	Explore the role of social workers in designing and implementing CSR initiatives.	U	1,2,3,7
5	Develop practical skills in engaging with stakeholders, conducting needs assessments, and managing CSR projects effectively.	A	1,2,3,4,7
6	Evaluate CSR projects to understand their social impact.	E	1,2,3,5,7,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to CSR and Social Work**	**10**	**1**
	1.1	Define CSR and its features	2	
	1.2	Explore the historical context and evolution of CSR in India	2	
	1.3	Examine the ethical principles and values underpinning CSR and social work	3	
	1.4	CSR and its implications for social work practice	3	
2		**Regulatory Framework of CSR in India**	**15**	**2,3**
	2.1	Analyse the legal provisions and regulatory framework governing CSR activities in India, including the Companies Act and SEBI guidelines. Corporate Social Responsibility under Companies Act, 2013, CSR Amendment Rules, 2021	5	

	2.2	Understand reporting requirements and compliance mechanisms for CSR projects.	3	
	2.3	Discuss the role of government policies in promoting CSR	2	
	2.4	Discuss government-related collaboration and initiatives in CSR projects, including PRI related project in CSR.	3	
	2.5	Discuss NGO/civil society collaboration in CSR projects	2	
3	**Social Work Practice in CSR**		**15**	**4,5**
	3.1	Techniques for needs assessment, stakeholder engagement in CSR projects	3	
	3.2	Project management skills specific to CSR projects	3	
	3.3	Explore best practices of CSR initiatives from a social work perspective	3	
	3.4	Identify the challenges in implementing CSR initiatives from a social work perspective.	3	
	3.5	The roles and responsibilities of social workers in CSR projects.	3	
4	**Case Studies and Fieldwork**		**20**	**5,6**
	4.1	Analyse case studies of successful CSR projects in India, focusing on their impact on communities and stakeholders.	8	
	4.2	Conduct fieldwork or engage in simulations to apply social work principles and practices to CSR initiatives.	8	
	4.3	Reflect on personal and professional experiences in working with CSR projects and stakeholders.	4	
5	**Teacher Specific Content**			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	1. Direct Instruction 2. Brainstorming 3. Lecture 4. E-Learning 5. Seminar 6. Group Assignment 7. Group Discussion

Assessment Types	Mode of Assessment

	A. Continuous Comprehensive Assessment (CCA)
	
	  ▪ Internal test
	  ▪ Assignments
	  ▪ Presentation
	  ▪ Classroom Discussions
	  ▪ Quiz
	  ▪ Role Play
	  ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
	<table><tr><th>Part</th><th>No. of Qns.</th><th>No. of Qns. to be answered</th><th>Total Mark</th></tr><tr><td>A (1 mark each)</td><td>10</td><td>10</td><td>**10**</td></tr><tr><td>B (3 marks each)</td><td>7</td><td>5</td><td>**15**</td></tr><tr><td>C (5 marks each)</td><td>5</td><td>3</td><td>**15**</td></tr><tr><td>D (15 marks each)</td><td>4</td><td>2</td><td>**30**</td></tr><tr><td></td><td colspan="2">**Total Mark for ESE**</td><td>**70**</td></tr></table>
	Credits and Marks Distribution
	
	 • **Theory 4 Credit**
	
	<table><tr><td>Total Mark</td><td>100</td></tr><tr><td>CCA</td><td>30</td></tr><tr><td>ESE</td><td>70</td></tr></table>

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DSE 14

Discipline	**SOCIAL WORK**
Course Name	**Correctional Social Work Practices**
Type of Course	**DSE**
Course Code	**25UBSWDSE312**
Course Level	**300-399**
Course Summary	Correctional Social Work practices are aimed at giving an understanding of how the correctional settings can make use of the different methods of Social Work in their functioning. This course introduces different types of approaches and perspectives that help the students to develop a non-judgmental attitude to work in correctional settings.

Semester	**VI**	**Credits**			**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	-	-	-	
	Hours	60	-	-	-	60

Pre-requisites, if any	Application of Methods of Social Work

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Critically examine the causes of crime and how correctional settings offer scope to social work interventions	A	1,2,4,5,6,7
2	Describe the different functions of correctional organizations in ensuring justice and dignity to the accused.	U	1,4,5,7
3	Build a perspective on the Juvenile Justice system and work with Children who need care and protection	C	1,3,5,6,7
4	Appreciate inclusiveness and the values of moral reasoning in managing different types of people engaged with corrective measures	E	1,4,5,6
5	Appraise the different laws, policies, and legislative measures, and apply students' competencies to efficiently deal in the settings.	E	1,2,3,4,7
6	Evaluate CSR projects to understand their social impact.	E	1,2,6,7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Criminology**	**10**	**1,5**
	1.1	Definition and scope of Criminology in social work; Crime as a social problem	2	
	1.2	Causes of Crime ‑ Heredity, Psychological, Sociological, family, neighbourhood, school, mass media, movies, pornography, cultural, poverty, unemployment, trafficking	3	
	1.3	Who is a Victim? Victim Offender, Relationship, Prisoner, Delinquent, offender	3	
	1.4	Typology of crime ‑ professional, habitual, White-collar Crime	2	

		Introduction to Correctional Settings	15	1,2,3,4
2	2.1	Origin of Prison- Prison Reform Movement in India. Open-air prisons, Programmes and functions,	3	
	2.2	Origin and development of Correctional social work in India‐institutional corrections and community corrections	3	
	2.3	Role of Remand homes in Correctional settings. Central Jails, District Jails, Sub jails, open jails, women's jail. Prison vs jail, Women in Detention.	3	
	2.4	The Certified schools for corrective measures, Juvenile Court: aims and functions, Borstal Schools as a reformatory institution.	3	
	2.5	Fragmentation of Correction: By Jurisdiction, By Criminal Justice Function, By Location, By age, and by other factors, including the Sex and type of the offender and the offense	3	
		Juvenile Delinquency	15	2,3,5
3	3.1	Meaning and nature of Juvenile delinquency, Children in need of care and protection	3	
	3.2	Changing Concepts in Juvenile Delinquency‐ Delinquency in Girls	2	
	3.3	The etiology of Juvenile delinquency, Broken Homes, home and family, neighbourhood and school influences, beggary and vagrancy, and trafficking	7	
	3.4	Prevention of delinquency, Juvenile Justice Bureau members	3	
		Probation, Parole, and Aftercare	20	1,2,3,4,5
4	4.1	Probation in the legal system: History overview and Principles	2	
	4.2	Parole- Principles of parole, preparation for parole supervision, discharge; Rights of Prisoners in India, and Kerala; Prisons and Correctional Services (Management) Act, All India Committee on Jail Reforms	6	
	4.3	Distinction between Probation and Parole; Juvenile Justice Act; Kerala Borstal Schools Act; Probation of Offenders Act; Prevention of Immoral Trafficking in Women and Girls Act; Dowry Prohibition Act	8	

		After care, Discharged Prisoner Aid Society, Shelter Homes; Different roles, skills, and techniques needed for social work with correctional administration, Role of NGOs in this area	4	
	4.4			
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	      1. Inquiry based learning
	      2. Interactive lectures
	      3. Workshop by experts
	      4. Discussions on intervention Methods
	      5. Technology integration
	      6. Group discussions and Seminars
	      7. Feedback and reflections etc.

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
	(see table below)
	
	Credits and Marks Distribution
	
	    • **Theory 4 Credit**
	
	(see table below)

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

• **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 15

Discipline	SOCIAL WORK					
Course Name	Social Work Practicum Lab VI*					
Type of Course	DSE					
Course Code	25UBSWDSE313					
Course Level	300-399					
Course Summary	The Social Work Practicum Lab VI will be organised in Non-Governmental Organizations functioning as care homes. This elective-based field practicum provides exposure to child care/elderly care/services for persons with disabilities/entrepreneurship/correctional settings.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	-	-	-	
	Hours	-	-	-	-	120
Pre-requisites, if any	Social work trainees must possess essential knowledge about the functioning of the Organization/ Institution chosen for the social work practicum. Should have enrolled in courses on Social Welfare Administration and Project Planning					
*Additional Requirement						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate skills in engaging, assessing, and intervening with individuals	A	1,2,4,5,6,7
2	Demonstrate skills in engaging, assessing, and intervening with groups	A	1,2,4,5,6,7
3	Exhibit skills in documenting the counselling process	S	1,2,3,7
4	Apply theories and paradigms for Social Work practice in the field practicum setting	A	1,2,6
5	Develop a professional linkage with the agency for addressing the needs of the target group	An	7,8
6	Demonstrate professionalism by maintaining appropriate boundaries with clients and colleagues	A	1,4,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting

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

Social Work Practicum Lab Requirements

1. One groupwork and its recording in the given format.
2. One casework and its recording in the given format.
3. Practice Counselling and its documentation in the given format.
4. Participate in regular activities of the agency.
5. A detailed understanding of the organization structure and programme components, and Preparation of the 'Organization Study Report.'

COMPREHENSIVE AND CONTINUOUS ASSESSMENT (CCA) & END SEMESTER EXAMINATION (ESE)

Sl. No	Field Practicum Components	CCA	ESE
1	Completion of Group Work & Report	-	10
2	Completion of Case Work & Report	-	10
3	Report on counselling process	10	-
4	Regularity & Quality of the Report	10	-
5	Field Work Conferences with Supervisor	10	-
6	Summary Report	-	10
7	Field Practicum Presentation	-	20
8	Viva Voce (Internal)	-	20
	Total Marks	**30**	**70**

DSE 16

Discipline	SOCIAL WORK					
Course Name	**Dalit and Tribal Social Work**					
Type of Course	DSE					
Course Code	**25UBSWDSE401**					
Course Level	**400-499**					
Course Summary	This course explores the unique challenges and opportunities in social work practice with Dalit and Tribal communities. Students will examine historical, cultural, and socio-economic factors influencing these communities and develop culturally competent social work interventions					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites , if any	The student should have fundamental knowledge in social work and commitment to cultural competency.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Describe the historical context and social structures affecting Dalit and Tribal communities.	U	**1,2**
2	Outline the impact of discrimination, oppression, and marginalization on Dalit and Tribal populations.	An	**1,4,5,6**
3	Focus on policy implications and advocacy strategies to address the needs of Dalit and Tribal communities.	A	**1,2,4,5,6,7**
4	Demonstrate an understanding of the ongoing learning process in tribal social work	U	**1,2,4,5,6,7,8**
5	Assess culturally sensitive and contextually relevant social work theories and methods for working with Dalit and Tribal communities.	E	**1,2,4,5,6,7,8**
6	Develop skills in community-based interventions that empower Dalit and Tribal individuals and groups.	C	**1,3,4,5,6,7,8**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Dalit and Tribes- An Introduction**	**12**	**1,2,3**
	1.1	Caste System, Varna System, Concept of Oppression, Untouchability, Dalit Movements in Pre-Independence Era.	4	
	1.2	Mahatma Gandhi, Dr. B. R. Ambedkar, Jyothi Rao Phule, and Dalit Movements	3	
	1.3	Dalit Movements in Post-Independent era; Constitutional provisions: Issues and challenges; Movements and Resistance	3	
	1.4	Marginalisation: Concept, Meaning; Social, Political, and Economic Marginalisation	2	

		Dalit Movements in India		15	1,2,3
2	2.1		Bhakti Movement-Saguna, Nirguna, Neo Vedantik Movement-Arya Samaj	2	
	2.2		Non-Brahmin Movement, Self Respect Movement, anti-untouchability movements	2	
	2.3		Adi Dravida movement, Sri Narayana Dharma Paripalana Movement, Nair Movement.	3	
	2.4		Sanskritisation Movement-Adi Dharma Movement, Mahar Movement by Ambedkar, Namasudra movement, Adi Dravida Movement	3	
	2.5		Adi Karnataka movement, Adi Hindu movement, Pulaya and Cheruman organisation.	2	
	2.6		Dalit Literary Movement-Mukti Movement, revolutionary songs, poems, stories, autobiographies, Baburao Bagul.	3	
		Tribal Social Work		25	1,2,3,4,5,6
3	3.1		Tribal studies - Evolution, Nature, Meaning and Scope, History, Definitions and Perspectives	3	
	3.2		Tribes -Definition and Scope of tribal social work, Historical Context: Impact of Colonisation, Ethical Considerations.	4	
	3.3		Social Issues in Tribal Communities: Poverty and Economic Development, Education Disparities, Substance Abuse and Mental Health, Domestic Violence and Child Welfare, Land rights and Displacement.	6	
	3.4		Understanding Tribal Governance Structures, Tribal Sovereignty and Self-Determination, Federal Policies Impacting Tribal Communities, Social Work Advocacy in Policy Development	4	
	3.5		Critical Examination of Mainstream Social Work Theories, Development of Culturally Sensitive Frameworks, Strengths-Based Approaches	4	
	3.6		Community-Based Participatory Research, Asset-Based Community Development, Empowerment Strategies, Collaborative Partnerships with Tribal Leaders and Organizations	4	

		Tribes in Kerala	**8**	**1,4,5,6**
4	4.1	Demography of Tribes in Kerala, Issues of tribes: Literacy, Education, Health and Poverty Status of Tribes in Kerala; Vulnerability Analysis.	4	
	4.2	Tribal Development Programmes, schemes, Voluntary Organisation, and Tribal Mainstreaming	4	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct Instruction: Lecture Method
	    2. Case Study Presentation
	    3. Assignments
	    4. Group Discussion

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
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	Credits and Marks Distribution
	
	    ● **Theory 4 Credit**
	
	<table><tr><td>Total Mark</td><td>100</td></tr><tr><td>CCA</td><td>30</td></tr><tr><td>ESE</td><td>70</td></tr></table>

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DSE 17

Discipline	**SOCIAL WORK**
Course Name	**School Social Work**
Type of Course	**DSE**
Course Code	**25UBSWDSE402**
Course Level	**400-499**
Course Summary	The course is an advanced practice-level course designed to provide specific and contemporary contexts of social work practice in school settings. It highlights the role of a school social worker in utilising preventive and intervention methods and roles applicable to a diverse population, multiculturalism, and diversity in the education field

Semester	**VII**	**Credits**			**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	-	-	-	
	Hours	60	-	-	-	60

Pre-requisites, if any	Students should be thorough with the methods of Social Work, different levels of social work practice, human growth and development, and basic psychology

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Critically examine barriers to learning and interventions that foster improvement of student well-being	A	1,2,4,5,6
2	Analyse the barriers to academic progress relating to cultural issues within local educational policies	An	1,2,4,5,6
3	Apply the knowledge on using data or information related to prevention, early screening, and risk factors in improving student welfare	C	1,2,7
4	Articulate skills in applying social work methods within the school setting, using a multidisciplinary network for the best intervention support	S	3,7
5	Explain recording formats, Individual Education Plan, or any special education formats	U	2,3
6	Formulate support programmes for academics and student assistance	C	2,3,6,7

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**School Social Work: An Overview**	12	1,2,3
	1.1	Definition, objectives, and scope of social work practice in schools	2	
	1.2	Historical developments and perspectives of School social work in India and the West.	3	
	1.3	Systems approach to School Social work: social worker as a liaison with management, teachers, parents, children, and the community at large; Inclusive education	3	
	1.4	Standards for professional practice in education settings; Importance of maintaining student records for evidence-based practice, assessment, performance analysis, and follow-up	4	

		Student Issues Preventing Academic Progress	20	1,2,3
2	2.1	Child Mental Health and its importance in school settings: Truancy, conduct issues, behavioural addiction, interpersonal and intra-personal issues, parental loss, migration, trauma-related issues, speech and language disorders affecting learning	9	
	2.2	Safeguarding Children from physical, emotional, social, cyber, and sexual abuse and neglect.	3	
	2.3	Children with special needs: Intellectual Challenges, learning disorders, Gifted children, Developmental delays, and Autism-Spectrum disorders	5	
	2.4	Planning school safety: School violence, gangs, bullying, shooting, natural disasters, racism	3	
3		School Social Work Interventions	18	4,5,6
	3.1	School social work interventions using primary and secondary methods of social work for the student and school welfare; Work at Micro, Mezzo, and Macro levels to promote a better learning environment	3	
	3.2	Assessment, planning, diagnosis, and implementation of the respective methods to ensure optimum help and equal education opportunities; Role of a social worker in an educational setting	3	
	3.3	Some common examples of Standardized Tests: Pre-School Behaviour Questionnaire; Burks Behaviour Rating Scale; Scale for Assessing Emotional Disturbance; Conners' Rating Scale–Revised; Children's Depression Scale.	5	
	3.4	School-wide preventive initiatives and programs; small-group interventions; social skills development; culturally responsive engagement with parents, teachers, and the community; referrals; networking; and collaborative work within multidisciplinary teams.	7	
4		School-based Interventions	10	3,4,5,6
	4.1	Academic and co-curricular interventions, counselling, Individual Education Plan (IEP), behaviour therapies (CBT), managing substance addictions, play- and art-based therapy interventions, suicide prevention, crisis interventions, sex education, and career guidance.	4	
	4.2	Life Skills – WHO components of life skills, core life skill strategies and techniques, and building student resiliency.	3	
	4.3	Government and NGO initiatives for promotion of Mental Health in schools, School social work in Kerala, India – Current programmes and practices, Scope of school social work linked to ICDS, pre-school, adolescent, and mental health.	3	
5		Teacher Specific Content		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct Instruction
	    2. Brainstorming
	    3. Lecture
	    4. E-Learning
	    5. Seminar
	    6. Group Assignment
	    7. Library Work
	    8. Group Discussion
	    9. Exposure visits to school settings

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)
	
	See table below.

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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SUGGESTED READINGS

1. https://portal.ct.gov/SDE/Publications/Delivery-of-School-Social-Work-Services/Supports-and-Opportunities
2. https://www.ifsw.org/global-standards-for-social-work-education-and-training/
3. https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1013&context=socialworkdissertations

DSE 18

Discipline	SOCIAL WORK				
Course Name	Queer Social Work				
Type of Course	DSE				
Course Code	25UBSWDSE403				
Course Level	400-499				
Course Summary	This course aims to provide a critical understanding of social work practice issues related to persons and communities who are lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ++). The course is designed to develop frameworks for questioning notions of essential and stable identities, such as genders and sexualities. Queer Social Work interrogates the heteronormative and gender binary constructs within social work theory and practice. It enquires the ways in which social workers can challenge the oppressive social structures and discourses that pathologize and discriminate against queer persons. The course will explore how best to use queer theories to address social inequality at multiple levels. The course will also critically analyse the limits of queer theory and queer social work.				
Semester	VII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Concepts and Terminologies**	**15**	**1,2**
	1.1	The history of LGBTQI+ equality movements	2	
	1.2	Bio/psycho/social/spiritual perspectives on sexuality and gender - SOGISEC spectrum	2	
	1.3	Genderbread Person - Sex/Gender; Gendered body - Biological Sex, Gender Identity, Gender Expressions, Orientations (sexually and romantically); Gender Stereotypes.	4	
	1.4	Sexuality: Spectrum of sexuality – Sexual orientation, LGBTIQ++, Heteronormativity, queer phobia, homophobia, asexual	4	
	1.5	(*Terminologies continued*) cis gender, endosex, gender non-conforming,	3	

		Introduction to Concepts, Schools of Thought, and Perspectives -I	10	1,2,6
2	2.1	Identity Development and coming out	2	
	2.2	Oppression, prejudice, hate crimes, and discrimination	2	
	2.3	LGBTQI++ relationships and families	2	
	2.4	Privilege Part I: Heterosexism, homophobia, heteronormativity, hetero privilege, and equitable access to medical care, suitable housing, and other basic rights of citizenship.	4	
		Introduction to Concepts, Schools of Thought and Perspectives-II	15	3,5,6
3	3.1	LGBTQ studies, LGBTQI affirmation	2	
	3.2	Queer theory - historicising sexual taxonomies, Queer utopia, Queer of colour critique of queer theory, queer temporalities	5	
	3.3	Minority stress theory, intersectionality, trans feminism	4	
	3.4	State and sexual surveillance	2	
	3.5	Queer and the criminal justice system	2	
		Queer Social Work	20	1,2,3,4,5
4	4.1	W Path guidelines for Gender Affirmation Procedures	2	
	4.2	Debates around Article 377 and its repeal- Delhi High Court verdict of 2011, Supreme Court Judgement on Navtej Singh John & ORS. Vs UNION OF INDIA case	8	
	4.3	NALSA Judgement, The Transgender Persons (Protection of Rights) Act, 2019, Madras High Court Act of 2023, Kerala Transperson's policy, Projects and programmes for the welfare of transgender persons.	8	
	4.4	Queer affirmative counselling practice	2	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Brainstorming 2. Lecture 3. Active cooperative learning 4. Group assignments 5. Library work and group discussion 6. Presentation by group representative
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

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DSE 19

Discipline	SOCIAL WORK				
Course Name	Social Work Practice with Families				
Type of Course	DSE				
Course Code	25UBSWDSE404				
Course Level	400-499				
Course Summary	The course introduces family-based interventions in social work. It highlights the significance of the professional social worker in intervening with the family as a basic unit of society				
Semester	VII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Handles the concepts of Family and Marriage	S	1,2
2	Discusses the Conceptual Frameworks for understanding family social work	E	1,2
3	Draws the knowledge of policies and programmes related to Family Social Work	S	1,2
4	Develop the practical knowledge and skills in family counselling and therapy	S	1,2,3,7
5	Organises the skills for innovations in social work practice with families	A	2,7,8
6	Acquainted with the various programmes for the welfare and development of the family	E	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction and Concepts of Family and Marriage**	**15**	**1,2,3**
	1.1	Family – Concept, Definition, Types, and Functions	2	
	1.2	Marriage – Concept, Definition, and Types	2	
	1.3	Trends and Changes in Marriage and Family	2	
	1.4	Family Systems and Family Developmental Perspective	2	
	1.5	Structural, Functional, and Exchange Frameworks	3	
	1.6	Ashramas / Stages of Life	2	
	1.7	Purusharthas in connection with Families	2	
2		**Developmental Approach and Family Dynamics**	**15**	**2,3,4,6**
	2.1	Family life cycle	2	
	2.2	Family Life Education	2	
	2.3	Structural Approach	2	
	2.4	Family Assessment	2	
	2.5	Components of Family Assessment	2	
	2.6	Family Assessment Interview	2	
	2.7	Geonogram, Family Mapping, Timeline, Ecomap	3	

		Social Work with Families	12	3,4,5
3	3.1	Concept, Definition, and Principles of Family Social Work	3	
	3.2	Assumptions and Historical Background of Family Social Work	2	
	3.3	Family Counselling	2	
	3.4	Family Therapy	2	
	3.5	Phases of Family Social Work	2	
		Social Work Practice in Families	**18**	**1,2,3,4,5, 6**
4	4.1	Scope and Practice of Social Work ‑ Governmental and Nongovernmental Family Service Agencies	4	
	4.2	Programmes and policies in the field of family welfare and Development	3	
	4.3	Family Social Work Practice Institutions- Counselling Centers, Care Centers, Rehabilitation Centers and Other Agencies	4	
	4.4	Family Therapy ‑ Concepts, Techniques, Models, and Stages	7	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Brainstorming 2. Lecture 3. E-Learning 4. Seminar 5. Group Assignment 6. Library Work 7. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** ▪ Internal test ▪ Assignments ▪ Presentation ▪ Classroom Discussions ▪ Quiz ▪ Role Play ▪ Case analysis

B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution

- **Theory 4 Credit**

Total Mark	100
CCA	30
ESE	70

References

- Fearnley. B (2022) Developing Knowledge and Skills for Child and Family Social Work, SAGE Publications, New Delhi
- Horne, Arthur M (2000) Family Counselling and Therapy, FE Peacock Publishers, New York
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DSE 20

Discipline	SOCIAL WORK					
Course Name	**Contemporary Social Work Practice**					
Type of Course	**DSE**					
Course Code	**25UBSWDSE405**					
Course Level	**400-499**					
Course Summary	This course will help students understand contemporary social work practices worldwide, various international professional associations, expected competencies, and a contemporary perspective of local social work practices.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the importance of contemporary social work practices	U	3
2	Identify the role of CSWE and EPAS Competencies in the field of social work	An	7
3	Evaluate various associations and their role in contemporary social work fields	E	3
4	Describe contemporary social work practices and challenges in India	An	3
5	Describe ongoing social work practice and indigenization in the state of Kerala	An	3
6	Demonstrate the professional traits in the contemporary social work practice	A	1,3,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Contemporary Social Work Practice**	**20**	**1,2,6**
	1.1	Introduction to Contemporary Social Work Practice: Global Perspectives	4	
	1.2	Importance of International Collaboration	4	
	1.3	Cultural Competence and Cultural Humility: Concepts in a Global Context	4	
	1.4	CSWE and its function	4	
	1.5	CSWE- EPAS Competencies and their relevance	4	
2		**Professional Development through Associations**	**20**	**3,6**
	2.1	Introduction to Social Work Network- International- National and State: IFSW, INPSWA, ASSK, KAPS	10	
	2.2	Role and function of Social Work Association Across the Globe: NASW (USA), CASW (Canada), BASW (United Kingdom)	10	
3		**Contemporary Social Work Practice in India**	**10**	**4,6**
	3.1	Contemporary Perspectives- Cultural Sensitivity and Diversity, Poverty	5	
	3.2	Relevance- Technology integration, Education and Skill development	5	

		Contemporary Social Work Practice in Kerala	10	5,6
4	4.1	Indigenization - Culture, Economic, Technology, and media	5	
	4.2	Contemporary Issues in Kerala: Unemployment, issues of Migrant Labour, Women and Children: Domestic Violence and Gender Sensitisation	5	
5		**Professional Development through Associations**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 　1. Direct Instruction 　2. Lecture 　3. E-Learning 　4. Seminar 　5. Group Assignment 　6. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** 　　▪ Internal test 　　▪ Assignments 　　▪ Presentation 　　▪ Classroom Discussions 　　▪ Quiz 　　▪ Role Play 　　▪ Case analysis **B. End Semester Examination (ESE) (2 Hrs. written exam)** | Part	No. of Qns.	No. of Qns. to be answered	Total Mark
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A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70** | **Credits and Marks Distribution** 　● **Theory 4 Credit** |	
Total Mark	100
CCA	30
ESE	70	

References

- David Cox, Manohar Pawar. (2006). International Social Work – Issues, Strategies and Programmes., Vistaar Publications
- Di Nitto, Diana M and C.Aaron McNeece.(2008). Social Work –Issues and Opportunities in a Challenging profession, Chicago : Lyceum Books,INC,
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DSE 21

Discipline	SOCIAL WORK					
Course Name	**Livelihood Promotion and Development**					
Type of Course	**DSE**					
Course Code	**25UBSWDSE406**					
Course Level	**400-499**					
Course Summary	This course on Livelihood Promotion and Development equips students with understanding the dimensions and importance of livelihood to facilitate development. This helps the students in highlighting the importance of markets for livelihood. Students will learn to Plan and develop strategies for livelihood intervention. The course focuses on learning sustainable livelihood framework for livelihood development and the government program to facilitate the same.					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	
	Hours	45	-	30	-	75
Pre-requisites , if any	1. Knowledge and experience of working with groups. 2. Knowledge about the social problems like, lack of livelihood options in India.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate knowledge about the dimensions of livelihood	A	**1,2,4,5,7**
2	Identify the need for livelihood promotion.	A	**1,2,4,7**
3	Apply different models of livelihood promotion.	A	**1,2,3,4,5,7**
4	Devise strategies for livelihood promotion and family-centric intervention for sustainable growth.	C	**1,2,4,5,7**
5	Facilitate the benefits of government schemes for livelihood for the rural and urban poor.	An	**1,2,4,5,7**
6	Utilise skills in value chain analysis and methods of intervention	S	**1,2,4,5,7**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Concept of Livelihood**	**10**	**1,4**
	1.1	Concept of livelihood and sustainable livelihood, Characteristics of livelihood and Livelihood capitals.	4	
	1.2	Livelihood Strategies, Livelihood Outcomes	2	
	1.3	Sustainable rural livelihood and sustainable urban livelihood and corresponding challenges	4	
2		**Steps and Tools in Designing Livelihood Intervention**	**12**	**1,2,3**
	2.1	Internal and External context in designing livelihood intervention	3	
	2.2	Livelihood assessment and approaches, Sustainable Livelihood Framework for livelihood development, Developing livelihood portfolio and pathways.	4	
	2.3	Understanding Viability, Range of Goods, Clustering, Internal & External Economies, Backward & Forward Linkages	5	
3		**Livelihood promotion**	**18**	**2,3,5**
	3.1	Objectives of livelihood promotion ‐ Enhancing Income, Increasing Food Security, Reducing Risk, Reducing variances in income, Reducing migration, Organizing Producers, Enhancing money circulation	5	
	3.2	Different models ‐ IFAD, DFID, CARE, BASIX, IMM.	5	

	3.3	Success stories of livelihood promotion, and Livelihood model practices by OXFAM, CARE, UNDP	5	
	3.4	Government, Non-Profit & Corporate Initiatives in livelihood promotion	3	
4	**Markets and Livelihoods**		**20**	**4,6**
	4.1	Importance of Sector, Sub-sector, Value Chain Analysis in selecting an intervention	3	
	4.2	Methods of Interventions – Technology, Training, Marketing, Policy Advocacy, Asserting Rights	5	
	4.3	Developing Local Economy, Credit, Infrastructure, and Institution Building – Ownership and Management	5	
	4.4	Case studies in Livelihood Promotion: Watershed, Animal Husbandry, Microenterprises, Micro Finance, Business and Services.	7	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct instruction
	    2. E- learning
	    3. Seminar
	    4. Assignment
	    5. Group Discussions

Assessment Types	**Mode of Assessment**
	A. Continuous Comprehensive Assessment (CCA)
	
	    - Internal test
	    - Assignments
	    - Presentation
	    - Classroom Discussions
	    - Quiz
	    - Role Play
	    - Team Project Report
	    - Case Analysis Report
	
	B. End Semester Examination (ESE) (1.30 Hrs. written exam)
	
	<table><tr><td>**Part**</td><td>**No. of Qns.**</td><td>**No. of Qns. to be answered**</td><td>**Total Mark**</td></tr><tr><td>A (2 marks each)</td><td>7</td><td>5</td><td>**10**</td></tr><tr><td>B (5 marks each)</td><td>7</td><td>4</td><td>**20**</td></tr><tr><td>C (10 marks each)</td><td>4</td><td>2</td><td>**20**</td></tr><tr><td></td><td></td><td>**Total Mark for ESE**</td><td>**50**</td></tr></table>
	
	Note: The Assessment method for the practicum can be decided by the teacher

Credits and Marks Distribution		
• Theory 3 Credit		
Total Mark		75
CCA		25
ESE		50
• Practicum 1 Credit		
Total Mark		25
CCA		5
ESE		20

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DSE 22

Discipline	SOCIAL WORK
Course Name	**Community Mental Health and Mental Health Promotion**
Type of Course	**DSE**
Course Code	**25UBSWDSE407**
Course Level	**400-499**
Course Summary	This course on community mental health and mental health promotion equips students with an in-depth understanding of community mental health concepts, policies, and programs in India. Students will learn to describe and design effective mental health promotion programs. The course also covers the critical area of suicide as a mental health emergency, focusing on developing comprehensive suicide prevention programs. Additionally, students will gain practical skills in crisis intervention.

Semester	VIII	Credits			4	Total Hours
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		3	-	1	-	
	Hours	45	-	30	-	75

Pre-requisites, if any	Basic understanding of Primary & Secondary methods of Social Work.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Critically analyze the concept of community mental health and evaluate mental health policies and programs in India.	**An**	**1,2,4,7,8**
2	Design and implement innovative mental health promotion programs based on a thorough understanding of the concept.	**C**	**1,2,4,5,7,8**
3	Develop comprehensive and evidence-based suicide prevention programs addressing suicide as a mental health emergency.	**C**	**1,2,4,5,6,7,8**
4	Apply advanced techniques in crisis intervention to effectively manage mental health crises.	**C**	**1,2,4,5,6,7,8**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Community Mental Health**	**15**	**1,4**
	1.1	Community Mental Health- concept and evolution	3	
	1.2	De-institutionalisation and community mental health services; Concept of Recovery and mental health services	4	
	1.3	Community Mental Health Services in India: National Mental Health Policy, 2014; National Mental Health Programme and District Mental Health Programme	8	
2		**Mental Health Promotion and Prevention of Mental Disorders**	**15**	**1,3,4**
	2.1	Concept of Prevention, levels of prevention; Prevention of mental disorders: a public health priority	5	
	2.2	Promotion of mental health and prevention of mental disorders; Risk and protective factors	5	
	2.3	Macro-strategies to reduce risk and improve quality of life; Reducing stressors and enhancing resilience	5	
3		**Psychosocial Rehabilitation**	**10**	**4**
	3.1	Psychosocial Rehabilitation- concept, process, principles	4	
	3.2	Settings of Psychosocial Rehabilitation	3	
	3.3	Community-Based Rehabilitation of Mental Disorders	3	
4		**Suicide Prevention and Crisis Intervention**	**20**	**2,3,4**
	4.1	Global epidemiology of suicide and suicide attempts: Risk and protective factors, and related interventions	5	
	4.2	Suicide risk assessment, psychosocial interventions Community engagement for suicide prevention	5	

	4.3	Crisis: Definition, Phases in the Development of a Crisis, Types of Crisis, Theories of Crisis, and Crisis Intervention; The Six-Step Model of Crisis Intervention,	10	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	  1. Direct instruction
	  2. E- learning
	  3. Seminar
	  4. Assignment
	  5. Group Discussions

Assessment Types	**Mode of Assessment**
	A. Continuous Comprehensive Assessment (CCA)
	
	  – Internal test
	  – Assignments
	  – Presentation
	  – Classroom Discussions
	  – Quiz
	  – Role Play
	  – Team Project Report
	  – Case Study Report
	  – Community Intervention
	B. End Semester Examination (ESE) (1.30 Hrs. written exam)
	
	<table><tr><th>Part</th><th>No. of Qns.</th><th>No. of Qns. to be answered</th><th>Total Mark</th></tr><tr><td>A (2 marks each)</td><td>7</td><td>5</td><td>**10**</td></tr><tr><td>B (5 marks each)</td><td>7</td><td>4</td><td>**20**</td></tr><tr><td>C (10 marks each)</td><td>4</td><td>2</td><td>**20**</td></tr><tr><td></td><td colspan="2">**Total Mark for ESE**</td><td>**50**</td></tr></table>
	
	Note: The Assessment method for the practicum can be decided by the teacher

	Credits and Marks Distribution
	
	  • **Theory 3 Credit**
	
	    <table><tr><td>Total Mark</td><td>75</td></tr><tr><td>CCA</td><td>25</td></tr><tr><td>ESE</td><td>50</td></tr></table>
	  • **Practicum 1 Credit**
	
	    <table><tr><td>Total Mark</td><td>25</td></tr><tr><td>CCA</td><td>5</td></tr><tr><td>ESE</td><td>20</td></tr></table>

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DSE 23

Discipline	SOCIAL WORK
Course Name	**Masculinity and Equality**
Type of Course	**DSE**
Course Code	**25UBSWDSE408**
Course Level	**400-499**
Course Summary	This course on Masculinity & Equality enables students to assess how social context shapes masculine behaviour and its impacts on men and women. The course explores the constructs of masculinities within the context of India. This helps the students to recognize how masculinity is associated with social ailments. This course facilitates the development of a comprehensive understanding of various strategies aimed at eliminating prevailing gender stereotypes and promoting sustainable equity within society.

Semester	VIII	Credits			4	Total Hours
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		4	-	-	-	
	Hours	60	-	-	-	60
Pre-requisites , if any	1. Must understand different spectrum of gender. 2. Should have studied Gender and Intersectionality					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate essential social work skills to work with men and boys to eliminate disparity and promote equality.	S	1,2,4,5,6,8
2	Critically assess the ways hegemonic masculinity impacts all facets of men's lives.	An	1,2,4,5,6,8
3	Formulate and advocate for effective strategies designed to transform gender stereotypes by applying evidence- based methodologies to promote sustainable gender equity across diverse communities.	A	1,2,4,5,6,8
4	Gain an in-depth understanding of the distinctive concepts of masculinities within the Indian cultural framework.	E	1,2,4,5,6,8
5	Utilize the knowledge to develop culturally sensitive social work practices that effectively address the needs and challenges experienced by this demographic	A	1,2,4,5,6,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Men and Masculinity**		**15**	**1,2,4**
	1.1	Social Construct of Men and Masculinity: Concept and Meaning, Processes and Types.	3	
	1.2	Masculinity as Expression of Body, Psychic Structure, Trained Response, and Practice.	4	
	1.3	History of Masculinity in India: Colonial, Pre- Colonial and Post-Colonial Context.	4	
	1.4	The 'Male Breadwinner' Model, Masculinity and Sustainable Development Goals	4	
2	**Theoretical Perspectives on Masculinity**		**15**	**2,3**
	2.1	Social Organization of Masculinity: Hegemonic, Complicit, Subordinate, and Marginalized Masculinities.	5	
	2.2	Inclusive Masculinity Theory, Psychoanalytic Theory	5	
	2.3	Life Course Perspective	5	

3	**Masculinities and Social Issues**		**15**	**1,3,5**
	3.1	Marginalized Masculinity: Concept, Meaning, and Contexts	3	
	3.2	Causes and consequences of gender-based violence on men, women, and other genders. Intimate Partner Violence, Marginalized masculinity and hegemonic masculinity	6	
	3.3	Engaging Men and Boys in Violence Prevention, Reproductive Health & Education	4	
	3.4	Militarised Masculinities	2	
4	**Masculinities in Personal-Public Life and Gender Equality**		**15**	**4,5**
	4.1	Fatherhood and Family: Procreative Consciousness and Fathering, Men's Orientation Towards Children, Family Dynamics & work-life balance	4	
	4.2	Men and Relationships: Sexuality and Intimacy, Friendship and Social Networks	4	
	4.3	Men and Sports: Identity, Performance, and Health	3	
	4.4	Promoting gender equality: Strategies & Challenges.	4	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Direct instruction
	    2. E- learning
	    3. Seminar
	    4. Assignment
	    5. Group Discussions

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	    ▪ Internal test
	    ▪ Assignments
	    ▪ Presentation
	    ▪ Classroom Discussions
	    ▪ Quiz
	    ▪ Role Play
	    ▪ Case analysis
	B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution		
• **Theory 4 Credit**		
Total Mark		100
CCA		30
ESE		70

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DSE 24

Discipline	SOCIAL WORK				
Course Name	Social Work Practice with Children				
Type of Course	DSE				
Course Code	25UBSWDSE409				
Course Level	400-499				
Course Summary	The course "Social Work Practice with Children" provides students a comprehensive understanding on child development. The course explores the unique challenges and opportunities associated with child welfare and aims to equip students with the knowledge and skills necessary to promote the well- being and development of children in diverse contexts.				
Semester	VIII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4	-	-	-
	Hours	60	-	-	-	60
Pre-requisites , if any	Basic understanding about social work, its methods and principles.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Recognise the stages of child development and major issues faced by children	K	1,2,7
2	Practice the therapeutic approaches in dealing with children	A	1,2
3	Acquire knowledge and skills in implementing effective social work interventions tailored to the unique needs of children	A	1,2,3,4,5,6,7
4	Illustrate the process of helping children.	An	1,2,3,4,5,6,7,8
5	Assess the performance of laws and protection systems for children.	E	1,2,3,4,5,6,7,8
6	Integrate the theoretical knowledge of child development into practice.	C	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to Child Development		**15**	**1**
	1.1	Concept and definition of Child and Childhood	3	
	1.2	Stages of child development.	4	
1	1.3	Agencies of child socialization - Family, Teachers, Peer group, Media	4	
	1.4	Needs of a growing child - Physical, Social, Emotional, Cognitive	4	
	Problems Faced by Children (Causes, Effects, and Intervention)		**15**	**1**
	2.1	Child abuse - Physical, Emotional, Sexual, Neglect, Rejection	4	
2	2.2	Child marriage, Child labour	3	
	2.3	Child in conflict with the law, Child in need of care and protection	4	
	2.4	Childhood disorders - ADHD, Learning disorders, Autism Spectrum Disorder	4	

3	**Child protection systems and laws**		**15**	**5**
	3.1	Childline, JJB, ICDS, ICPS, CWC, DCPU	3	
	3.2	Child Labour (Prohibition and Regulation) Amendment Act, 2016	3	
	3.3	Right of Children to Free and Compulsory Education Act, 2009	3	
	3.4	The Prohibition of Child Marriage Act, 2006	3	
	3.5	Protection of Children from Sexual Offences (POCSO) Act, 2012	3	
4	**Therapeutic Approaches for Children**		**15**	**2,3,4,6**
	4.1	Play therapy, Art therapy	3	
	4.2	Cognitive behavioural intervention	3	
	4.3	Behavioural Modification Techniques	3	
	4.4	Process of helping children - Building Relationships, Assessment, Intervention, Follow up and Evaluation	3	
	4.5	Roles and skills of Social Worker in dealing with children	3	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	   1. Interactive lecture
	   2. Workshops
	   3. Group discussions
	   4. Debates

Assessment Types	**Mode of Assessment**
	
	A. Continuous Comprehensive Assessment (CCA)
	
	   ▪ Internal test
	   ▪ Assignments
	   ▪ Presentation
	   ▪ Classroom Discussions
	   ▪ Quiz
	   ▪ Role Play
	   ▪ Case analysis
	
	B. End Semester Examination (ESE) (2 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (1 mark each)	10	10	**10**
B (3 marks each)	7	5	**15**
C (5 marks each)	5	3	**15**
D (15 marks each)	4	2	**30**
		Total Mark for ESE	**70**

Credits and Marks Distribution		
• **Theory 4 Credit**		
Total Mark	100	
CCA	30	
ESE	70	

References

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DSE 25

Discipline	SOCIAL WORK
Course Name	**Methods and Strategies of Assessment in Social Work Interventions**
Type of Course	**DSE**
Course Code	**25UBSWDSE410**
Course Level	**400-499**
Course Summary	This course will focus on developing students' knowledge of current interventions in relation to evaluating and utilizing existing evidence. Students will be introduced to the principles and processes of evidence- based practice formulation, systematic review of the literature, critical evaluation of individual studies, and structured data synthesis to assess the quality of evidence associated with interventions and outcomes. We will critically assess the strengths and limitations of research with vulnerable populations, including the risks and benefits of conventional and emerging approaches.

Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	1	-	
	Hours	45	-	30	-	75
Pre-requisites , if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Create an evidence basis for the professional practice	C	1
2	Understand the theoretical and practical implications of the Assessment strategies	U	3
3	Learn the possible assessment strategies and tools in social work	U	7
4	Critically scrutinize the relevance of different assessment methods and strategies.	An	3
5	Demonstrate the ability to conduct research, program evaluation, and practice evaluation autonomously in an agency setting.	A	1,3,7
6	Identify the connection between research and evidence-based practice which reflects social work ethics.	U	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Evidence-Based Social Work**	**15**	**1,2**
	1.1	Historical overviews and the Concept of evidence-based social work - Definitions of evidence-based practice	2	
	1.2	Steps in evidence-based practice	2	
	1.3	Critique of the application of evidence-based practice in social work: Arguments supporting and questioning evidence-based social work practice	3	
	1.4	Evidence-based practice in multicultural settings, Ethical issues, Hierarchy of evidence	3	
	1.5	Scope, Applications: Assessment for intervention, Assessment for Policy formulation, Assessment and research, Assessment and Testing, Test Development and application, Application of Statistics in Test Development	5	

		Prioritisation & Need Assessment	15	1,2
2	2.1	Prioritisation: Meaning, Definition, Goals	3	
	2.2	Methods of Prioritisation, Prioritisation matrix, Prioritisation tools, Prioritisation attributes, Prioritisation of testing-steps, importance method, Ranking methods	3	
	2.3	Need assessment: Definition, purpose, goals, importance, Steps in conducting the need assessment.	3	
	2.4	Types of need assessment (Gap assessment, Feasibility assessment), Need assessment in HRD: Training Assessment-Disaster Proneness Assessment	3	
	2.5	Need assessment methods (FGD, public issue forum, Secondary data analysis, community survey, interview, Asset mapping, observation tests)- Participatory methods in need assessment	3	
	2.6	Need Assessment Practicum		
3		Social and Economic Assessment	15	3,5
	3.1	Social assessment design -Sustainable Livelihood Framework, Right-based approaches, Value chain analysis, Ecosystem assessment framework, Participatory development approaches	3	
	3.2	Areas of social assessment: Social accounting and Auditing. Family assessment, poverty assessment.	3	
	3.3	Environmental assessment - GIA, Disaster risk assessment, vulnerability assessment	3	
	3.4	Assessment in health promotion, Gender analysis, and gender auditing	3	
	3.5	Social assessment in child care interventions, Economic Assessment, Income and Expenditure assessment.	3	
4		Psychological Assessment	15	1,2,3,4,5
	4.1	Definition, purpose, and tools of psychological assessment	2	
	4.2	Types of psychological assessment: Personality assessment methods, Intelligence assessment methods, Behavioural assessment methods, Projective tests, Observational assessment, Geriatric Assessment, Disability assessment	5	
	4.3	Psychiatric assessment: Definition & Purpose, MSE, Physical examination, Physical investigation, Psychiatric assessment tools	4	
	4.4	Multidisciplinary assessment, Cross-cultural Psychiatric Assessment, Psychiatric assessment in community practice, Functional assessment	4	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	    1. Brainstorming
	    2. Lecture
	    3. Active cooperative learning
	    4. Group assignments
	    5. Library work and group discussion
	    6. Presentation by group representative

Assessment Types	**Mode of Assessment**
	A. Continuous Comprehensive Assessment (CCA)
	
	    - Internal test
	    - Assignments
	    - Presentation
	    - Classroom Discussions
	    - Quiz
	    - Role Play
	    - Reflection note preparation
	    - Newspaper Analysis
	
	B. End Semester Examination (ESE) (1.30 Hrs. written exam)
	
	| Part
		No. of Qns.	No. of Qns. to be answered	Total Mark

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A (2 marks each)	7	5	**10**
B (5 marks each)	7	4	**20**
C (10 marks each)	4	2	**20**
		Total Mark for ESE	**50**	 *Note: The Assessment method for the practicum can be decided by the teacher*
	Credits and Marks Distribution • **Theory 3 Credit** 	Total Mark	75
CCA	25
ESE	50	 • **Practicum 1 Credit** 	Total Mark	25
CCA	5
ESE	20	

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7. MULTIDISCIPLINARY COURSES (MDC)

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01	25UBSWMDC101	Pro-Social Behaviour and Active Citizenship	3	100-199
02	25UBSWMDC102	Social Science Perspectives for Social Analysis	3	100-199
03	25UBSWMDC103	Positive Mental Health and Well-being	3	100-199
04	25UBSWMDC104	Human Behaviour and Life Span Development	3	100-199
05	25UBSWMDC201	Kerala Model Development and Sustainable Development	3	200-299

MDC 01

Discipline	SOCIAL WORK					
Course Name	**Pro-Social Behaviour and Active Citizenship**					
Type of Course	**MDC**					
Course Code	**25UBSWMDC101**					
Course Level	**100-199**					
Course Summary	This course is a foundation-level Multi-Disciplinary Course (MDC) for all undergraduate students to render adequate and relevant knowledge on the concept of prosocial behaviour and its connection to active citizenship. It provides an insight into the motivations behind helping others, the benefits of prosocial actions for individuals and societies, and the various ways individuals can become active citizens in their communities.					
Semester	I	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	-	1	-	
	Hours	30	-	30	-	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explore the benefits of pro-social behaviour for individuals, communities, and societies	U	1,2,3,4,5,6,8
2	Develop critical thinking skills to analyse social issues and identify opportunities for pro-social action.	S	1,2,3,4,5,6,8
3	Develop pro-social behaviour traits and utilise them in different contexts of life.	C	1,2,3,4,5,6,7,8
4	Analyse the psychological and social factors influencing pro-social behaviours	An	1,2,3,4,5,6
5	Cultivate personal responsibility and commitment to contributing to the well-being of the community	C	1,2,3,4,5,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Prosocial Behaviour**	**10**	**1,2,3,4,5**
	1.1	Meaning, Definition, and Significance of Pro-social behaviour	2	
	1.2	Social and cultural factors influencing pro-social behaviour: social norms, reciprocity, culture, value, socialization practice, social environment, etc.	2	
	1.3	Characteristics and Traits of Pro-Social Behaviour: Empathy, compassion, altruism, moral reasoning, cooperation, civic engagement, Sense of justice and fairness, Positive self-esteem and self- efficacy, conflict resolution, peace building, optimism, and hope, etc.	2	
	1.4	Individual benefits: improved physical and mental health, increased life satisfaction, strengthened social bonds.	2	
	1.5	Community and societal benefits: reduced crime rates, increased social capital, and fostering a culture of caring.	2	

		Overcoming Barriers to Pro-Social Behaviour and Action	10	1,2,4,5
2	2.1	Examining the psychological theories behind helping behaviour- social learning theory, empathy-altruism theory, etc.	2	
	2.2	Concept of culture of silence- Causes & Consequences Barriers to Pro-social behavior & Action- Individual barriers, situational barriers, societal barriers	2	
	2.3	Addressing personal and societal barriers that hinder pro-social behaviour- apathy, time constraints, lack of resources, etc.	2	
	2.4	Social exchange: coming to terms with others- cooperation, competition, bargaining, social equality, perceived fairness in social exchange	2	
	2.5	Developing strategies to overcome the barriers of pro-social behaviour and foster a culture of prosociality.	2	
3		Active Citizenship	10	2,3,4,5
	3.1	Meaning, Concept, Nature, and Importance of Active Citizenship	1	
	3.2	People's participation- Meaning, Definition, Levels of participation, importance, factors, and barriers of people's participation	1	
	3.3	Forms of active citizenship: volunteering, advocacy, community participation, civic engagement.	1	
	3.4	Values and skills for Active Citizenship: Sense of duty and obligation, Commitment to democracy, compassion, empathy, initiative, proactiveness, self- motivation, collaboration, persistence, Resilience, etc.	2	
	3.5	Tools and Strategies: Social Marketing, Campaigns, Right to Information (RTI), Public Interest Litigation (PIL), Advocacy, social media, social legislations	1	
	3.6	Case studies of pro-social behavior: Malala Yusufzai, Greta Thunberg, Dayabhai, Medha Patkar, Sundarlal Bahuguna, Kailash Sathyarthi, etc.	1	
	3.7	Youth involvement during the Kerala flood, 2018	1	
	3.8	Case studies of Social Welfare Organisations: SEWA, Goonj, Hunger Project, Prajwala, etc.	1	
	3.9	Relevance of Professional Social Work in developing Pro-social behaviour & Active Citizenship Role of Professional Social Worker in facilitating pro-social behaviour and active citizenship	1	
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture 2. Tutorials 3. Brainstorming 4. Co-operative learning 5. Role play 6. Newspaper Analysis 7. Movie Review 8. Group Discussion 9. Case study analysis
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Movie Review • Newspaper Review • Classroom Discussions • Quiz • Role Play • Case Analysis **B. End Semester Examination (ESE) (1 Hour written exam)**

Part	No of Qns.	No of Qns. To be answered	Total Mark
A (3 marks each)	7	5	**15**
B (10 marks each)	4	2	**20**
Total Mark for ESE			**35**

Note: The Assessment method for the practicum can be decided by the teacher |
| | **Credits and Marks Distribution**

• **Theory 2 Credit**

Total Mark	50
CCA	15
ESE	35

• **Practicum 1 Credit**

Total Mark	25
CCA	10
ESE	15

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MDC 02

Discipline	SOCIAL WORK
Course Name	**Social Science Perspectives for Social Analysis**
Type of Course	**MDC**
Course Code	**25UBSWMDC102**
Course Level	**100-199**
Course Summary	This course will help the students to develop knowledge on basic Social Science concepts and academic debates on human suffering. It is expected that the students will be able to develop social science imagination after the completion of this course. This will further equip them to learn Social Work methods with a scientific understanding of the social context of individuals and communities. It looks at the foundational ideas of social analysis and investigates several approaches to bringing about constructive social change. Students will use the writings of Paulo Freire, Gandhi, and other intellectuals to critically analyse societal structures, power relations, and marginalization. Through an exploration of many approaches to social change, such as advocacy, policy reform, activism, and community development, students will acquire the necessary skills and knowledge to effectively function as agents of social transformation.

Semester	I	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	-	1	-	
	Hours	30	-	30	-	60
Pre-requisites, if any	The student should have a general awareness of the issues and problems prevailing in society					

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand the emergence of social science disciplines and the key debates	U	1,2,7
2	Understand key concepts in social analysis, such as intersectionality, privilege, and oppression	U	1,2,7
3	Analyse and critique social structures and power dynamics.	An	1,2,5,7
4	Develop Sociological imagination and perspectives in social work practice	U	1,2,4,6,7,8
5	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	U	1,2,6,7
6	Enhance sensitivity towards social issues: analyze the causes, capacity, and resources available to deal with the problem identified by the student.	An	1,2,3,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Historical Context of Scientific Understanding of Society**	**10**	**1,2**
	1.1	Enlightenment and modernity: Emergence of scientific reason and social science disciplines	2	
	1.2	Key debates in modernity: tradition vs modernity, objectivity vs subjectivity, body vs mind, Reason, Freedom; Declaration of the Rights of Man and Citizen Post modernism and their critiques of modernity	4	
	1.3	Industrialization, capitalism, imperialism, colonialism, and their impacts on social science disciplines and social work	2	
	1.4	Social Science perspectives on social problems and interventions	2	

		Basic Social Science Debates on Society	10	1,5
2	2.1	Society and community: definitions, and types; Social process and Socialization: Agents, and significance	2	
	2.2	Social aggregate, social groups, social organization, social structure, social function, social control, social institutions	2	
	2.3	Culture: definition, cognitive, normative, and material dimensions. Mores, folkways.	2	
	2.4	Subculture, contra-culture, cultural lag, ethnocentrism, cosmopolitanism, multiculturalism	2	
	2.5	Social Change Theories: Assimilation, cyclical, evolutionary theory, conflict theories, Gandhian nonviolence, Freirean critical pedagogy.	2	
3		**Power, Privilege, and Oppression: Understanding social structures and inequalities**	10	2,3,4,6
	3.1	Social Structures and Social Stratification	1	
	3.2	Social oppression, marginalization, discrimination, humiliation, social disorganization, inequality, graded inequality	1	
	3.3	Caste & Race: untouchability, caste identity, caste privilege, caste hatred, humiliation, and caste as power, Dalit movements, Racial discrimination, Adivasi struggles, labour exploitation.	2	
	3.4	Religious Minorities and Marginalization	1	
	3.5	Gender inequalities: patriarchy, domestic violence, gender status, masculinity, Trans genders, and queer politics.	2	
	3.6	Self and identity. Self-Reflection and Social Identity: Understanding one's own biases and privileges. Intersectionality: Analysing the interconnectedness of social identities.	1	
	3.7	Human dignity, political democracy, social democracy, social development, social inclusion	1	
	3.8	Ethical Considerations in Social Change: Navigating power dynamics and responsibility. Case studies of different initiatives for change	1	
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Brainstorming 2. Lecture 3. Active cooperative learning 4. Group assignments 5. Library work and group discussion 6. Presentation by group 7. Field component • **Know your community/know your locality-** Complete the local self- government study and submit the community profile and report. • Based on the community study, students should identify and analyze a social issue of that community and demonstrate their stand on that issue through activities like, **proposing an intervention,** compiling a report on that issue and submitting it to the authorities, newspapers etc, circulating notices about it, organizing a sensitizing public meeting, rally etc.
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Movie Review • Newspaper Review • Classroom Discussions • Quiz • Role Play • Case Analysis **B. End Semester Examination (ESE) (1 Hour written exam)** <table><tr><th>Part</th><th>No of Qns.</th><th>No of Qns. To be answered</th><th>Total Mark</th></tr><tr><td>A (3 marks each)</td><td>7</td><td>5</td><td>**15**</td></tr><tr><td>B (10 marks each)</td><td>4</td><td>2</td><td>**20**</td></tr><tr><td>**Total Mark for ESE**</td><td></td><td></td><td>**35**</td></tr></table> *Note: The Assessment method for the practicum can be decided by the teacher*

	Credits and Marks Distribution		
	• **Theory 2 Credit**		
	Total Mark	50	
	CCA	15	
	ESE	35	
	• **Practicum 1 Credit**		
	Total Mark	25	
	CCA	10	
	ESE	15	

References

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MDC 03

Discipline	SOCIAL WORK				
Course Name	**Positive Mental Health and Well-being**				
Type of Course	**MDC**				
Course Code	**25UBSWMDC103**				
Course Level	**100-199**				
Course Summary	This course is a transformative journey towards cultivating positive mental health and fostering overall well-being. Students will gain a profound understanding of key concepts, unlocking insights into the self. Through self-assessment, individuals will gauge their mental health and well-being, laying the foundation for personal growth. This course provides a holistic approach to positive mental health, offering practical tools for personal development, resilient living, and nurturing thriving relationships.				
Semester	**II**	**Credits**		**3**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		2	-	1	-	
	Hours	30	-	30	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Recognise the key concepts in positive mental health and wellbeing for a deeper understanding of the self	R	1,2,4,5,6,7,8
2	Describe the importance of self-care practices for sustained well-being.	U	1,2,3,4,5,6,8
3	Appreciate their values, beliefs, and strengths through reflective skills to experience well-being.	Ap	1,2,3,4,6,8
4	Relate knowledge of the interconnectedness of psychological, emotional, physical, and social aspects of mental health to develop a productive and fruitful life.	A	1,2,3,5
5	Recognise your own and interpersonal relationships. others' emotions.	R	1,2,3,4,5,6,7,8
6	Build resilience-building techniques and coping strategies to navigate challenging situations, and maintain a positive mental health outlook in personal contexts.	C	1,2,3,4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Foundations of Positive Mental Health and Well-being	**10**	**1,2**
1	1.1	Introduction to Concepts: Mental health, positive mental health, mental well-being, Evolution of concepts	2	
	1.2	Features of positive mental health	2	
	1.3	Coping: meaning and styles, Coping strategies for positive mental health, Techniques for adapting to change, Relaxation techniques	3	
	1.4	Resilience: meaning; Developing Resilience: Faith, optimism, hope, patience, sense of humour, support seeking	3	

		Dimensions of Well-Being	6	1,2,3
2	2.1	Types of Well-being: Physical, Emotional, Social, Spiritual, Occupational, Financial, Intellectual, Environmental	1	
	2.2	Models of Wellbeing: Self-acceptance, Autonomy, Personal growth, purpose in life, positive relations, and environmental mastery	2	
	2.3	Self-care practices for Well-being: Importance of Self-care in Well-being	1	
	2.4	Concept of reflective practices & steps: Reflective learning process	1	
	2.5	Benefits & Use of reflective practice for personal well-being	1	
3		**Holistic Living and Productive Life & Emotional Awareness for Interpersonal Relationships**	**14**	**2,4,5,6**
	3.1	Introduction to Holistic Living	1	
	3.2	Importance of holistic living in productive life	1	
	3.3	Self-assessment tools for mental health and well- being	1	
	3.4	Features of productive life: Goal setting, effective time management, work-life balance, adaptability, financial management, effective stress management	2	
	3.5	Introduction to Emotional Awareness: definition, the importance of emotional awareness in relationships, the connection between emotions and positive mental health.	2	
	3.6	Emotional spectrum: Definition, different emotions, Emotional Intelligence vs. Emotional Awareness	1	
	3.7	Benefits of emotional awareness: Improved Communication, Enhanced Relationship Satisfaction, Stress Reduction and Emotional Regulation	2	
	3.8	Self-Reflection: Journaling and Self-Exploration, Recognizing Personal Triggers and Patterns, Mindfulness Practices for Emotional Awareness; Understanding others' emotions for building interpersonal relationships: Empathy, active listening, building healthy boundaries, conflict resolution	3	
	3.9	Personal Happiness Index & Wellbeing Index: Assessment tools/inventory and techniques	1	
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lectures 2. Reflective Essays 3. Case Studies 4. Group Projects 5. Roleplay 6. Simulations 7. Reviews of articles 8. Assessment tools
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Quiz • Role Play • Team Project Report • Observation visit report and Presentation **B. End Semester Examination (ESE) (1 Hour written exam)** <table><tr><td>**Part**</td><td>**No of Qns.**</td><td>**No of Qns. To be answered**</td><td>**Total Mark**</td></tr><tr><td>A (3 marks each)</td><td>7</td><td>5</td><td>**15**</td></tr><tr><td>B (10 marks each)</td><td>4</td><td>2</td><td>**20**</td></tr><tr><td>**Total Mark for ESE**</td><td></td><td></td><td>**35**</td></tr></table> *Note: The Assessment method for the practicum can be decided by the teacher*
	Credits and Marks Distribution • **Theory 2 Credit** <table><tr><td>Total Mark</td><td>50</td></tr><tr><td>CCA</td><td>15</td></tr><tr><td>ESE</td><td>35</td></tr></table> • **Practicum 1 Credit** <table><tr><td>Total Mark</td><td>25</td></tr><tr><td>CCA</td><td>10</td></tr><tr><td>ESE</td><td>15</td></tr></table>

References

- Capuzzi, D., & Stauffer, M. D. (2016). Foundations of Well-Being: Positive Psychology and Facilitation for Life Satisfaction. Wiley.
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MDC 04

Discipline	SOCIAL WORK				
Course Name	**Human Behaviour and Life Span Development**				
Type of Course	**MDC**				
Course Code	**25UBSWMDC104**				
Course Level	**100-199**				
Course Summary	This introductory course provides a comprehensive overview of the field of psychology, exploring the scientific study of mind and behaviour. Students will learn about fundamental concepts, key theories, and significant research findings across various areas of psychology and the life span. The course also includes a practical component, during which students have the opportunity to visit institutions relevant to the course.				
Semester	II	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	-	1	-	
	Hours	30	-	30	-	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Demonstrate an understanding of basic psychological theories and concepts.	U	1,2,6,7,8
2	Apply psychological principles to understand various aspects of human behaviour.	A	1,2,6,7,8
3	Recognize and describe abnormal behaviour and the underlying psychological disorders.	U	1,2,4,6,7,8
4	Explain the stages of human development across the lifespan.	U	1,2,4,5,6,7,8
5	Assess how social context and interactions influence individual behaviour.	An	1,2,3,4,5,6,7,8
6	Synthesize information from different areas of psychology to form a cohesive understanding of human behaviour and development.	E	1,2,3,4,5,6,7,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Psychology and Basic Concepts**	10	1,2,6
	1.1	Definition, scope, and branches of Psychology	1	
	1.2	Schools of Psychology: Structuralism, functionalism, behaviourism, psychoanalysis	2	
	1.3	Humanistic and cognitive approaches	1	
	1.4	Sensory processes, Perception, and interpretation	2	
	1.5	Motivation, Learning, and Memory	2	
	1.6	Trait, Personality, Intelligence, Attitude	2	

		Basic Theories in Psychology	10	1,6
2	2.1	Classical and operant conditioning; Social learning theory	3	
	2.2	Freud's theory of personality; Defense mechanisms	3	
	2.3	Maslow's hierarchy of needs; Rogers' theory of self	4	
3		**Life Span Development, Human Behaviour and Abnormal Psychology**	**10**	**3,4,5,6**
	3.1	Psycho-sexual theory by Freud, Erikson's stages of psychosocial development	2	
	3.2	Piaget's stages of cognitive development, Kohlberg's Moral development	2	
	3.3	Stages of Development: Pre-natal to Old age, Bio-Psychosocial changes in each stage	2	
	3.4	Group bahaviour; Attraction and close relationships; Conformity, compliance, and obedience; Social norms and roles; Prejudice; Altruism and helping behaviour, Causes and control of aggression	2	
	3.5	Definitions of abnormality; DSM-5 and ICD-10; Broad categories of abnormality	2	
	3.6	Visit to mental health centers, Interaction with Psychiatric Social Workers, Psychologists		
4		**Teacher Specific Content**		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	    1. Expert lectures/guest lectures
	
	    2. Self-study assignments,
	
	    3. Individual presentations
	
	    4. Group presentations
	
	    5. Guided group discussions
	
	    6. Collateral readings
	
	    7. Institutional observation visit
	
	    8. Interaction with experts

Assessment Types	Mode of Assessment

	Mode of Assessment
	A. Continuous Comprehensive Assessment (CCA)
	
	    • Internal test
	    • Assignments
	    • Presentation
	    • Classroom Discussions
	    • Quiz
	    • Role Play
	    • Case Analysis
	
	B. End Semester Examination (ESE) (1 Hour written exam)

B. End Semester Examination (ESE) (1 Hour written exam)

Part	No of Qns.	No of Qns. To be answered	Total Mark
A (3 marks each)	7	5	**15**
B (10 marks each)	4	2	**20**
Total Mark for ESE			**35**

Note: The Assessment method for the practicum can be decided by the teacher

Credits and Marks Distribution

• **Theory 2 Credit**

Total Mark	50
CCA	15
ESE	35

• **Practicum 1 Credit**

Total Mark	25
CCA	10
ESE	15

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• Aronson, E., Wilson, T., Akert, R., & Sommers, S. (2022, June 3). *Social Psychology, Global Edition*. Pearson.
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MDC 05

Discipline	SOCIAL WORK					
Course Name	**Kerala Model Development and Sustainable Development**					
Type of Course	**MDC**					
Course Code	**25UBSWMDC201**					
Course Level	**200-299**					
Course Summary	This multidisciplinary course will help students get an overview and gain a foundational understanding and opportunities inherent in sustainable development					
Semester	III	**Credits**			3	**Total Hours**
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites, if any	Students need to have a basic understanding of the environment, society, and economy					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Summarise the concepts and principles of sustainable development	U	**1,4,5,7**
2	Explain the interdependence of social, economic, and environmental factors in sustainable development	U	**1,2,4,5,7,8**
3	Develop sustainable practice in personal and professional spheres	A	**1,2,3,4,5,7,8**
4	Examine case studies of successful sustainable development initiatives and projects	An	**1,2,4,6,7**
5	Understand the Kerala Model of Development and the merits and demerits of that model	U	**3,4,7**
6	Identify the sustainable development goals and their interconnectedness	E	**1,2,4,5,7**
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Basics of Sustainable Development**	**15**	**1,2**
	1.1	Definition, Concept, and History	1	
	1.2	Principles of Sustainable Development	2	
	1.3	3 Pillars of sustainable development- Social, Economic and Environment	1	
	1.4	Relevance and benefits of Sustainable development	1	
	1.5	People- Understanding human perspective regarding global disparities	2	
	1.6	Planet- Environmental sustainability and ecological considerations	2	
	1.7	Prosperity- Inclusive and transformative economy	1	
	1.8	Partnership- Global Solidarity, Networking, and Policies	1	
	1.9	Peace- Peaceful societies and challenges	1	
	1.10	IDG & MDG – Meaning, Goals, Impact	1	
	1.11	Sustainable Development Goals- Meaning, 17 Goals	2	

2		**Kerala Model Development**	**15**	**1,2,5**
	2.1	Introduction to Kerala Model Development - parameters	5	
	2.2	Socio-economic and historical factors leading to the Kerala model development	5	
	2.3	Analysis of Kerala model development- Development Paradox, critiques from a gender perspective, and from marginalised communities.	5	
3		**Inspirational and Business Models-Ethics & Responsibilities**	**15**	**3,4,6**
	3.1	Ethical considerations in sustainable development	3	
	3.2	Ecological citizenship- Understanding the role of individuals in promoting sustainability	3	
	3.3	Inspirational Models- Influential Initiatives in the field of Sustainable Development	3	
	3.4	Skills required for sustainable development practices	3	
	3.5	Green Business Models- Understanding sustainable business models	3	
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Brainstorming 2. Lecture 3. E-Learning 4. Seminar 5. Group Assignment 6. Library Work 7. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Quiz • Case Analysis • Newspaper analysis • Reflection notes **B. End Semester Examination (ESE) (1.30 Hrs. written exam)**

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (2 marks each)	7	5	**10**
B (5 marks each)	7	4	**20**
C (10 marks each)	4	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution		
• **Theory 3 Credit**		
Total Mark	75	
CCA	25	
ESE	50	

References

- Mitchell, B., & Reed, A. (2005). Sustainable Development: Principles, Frameworks, and Case Studies. Wiley-Blackwell.
- Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2007). Introduction to Sustainable Development. Routledge.

8. SKILL ENHANCEMENT COURSES (SEC)

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01	25UBSWSEC201	Communication for Development	3	200-299
02	25UBSWSEC301	Technology for Social Work Practice	3	300-399
03	25UBSWSEC302	Career Planning and Professional Enhancement	3	300-399

SEC 01

Discipline	SOCIAL WORK
Course Name	**Communication for Development**
Type of Course	**SEC**
Course Code	**25UBSWSEC201**
Course Level	**200-299**
Course Summary	This course will be an opportunity for the students to discover the transformative power of communication for development. These skills will facilitate participation and engagement with different populations, communities, and networks for positive social and behaviour change in development and humanitarian contexts. The skills of communication for development will be helpful to the practitioners in creating a grassroots-level democratic dialogue about development in which citizens would have a consultative/co-creative role.

Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites, if any	Familiarity with different media.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Understand different means of communication for the development	U	1,3,4,6,7,8
2	Creatively use different media of communication to effect social change	C	1,4,5,6,7,8
3	Understand the principles and processes in campaign design and how to develop a successful format.	U	1,2,4,5,6,7
4	Acquire effective presentation and public speaking skills	S	1,2,3,4,5,6,7,8
5	Use research data and stories to create and evaluate policy documents and campaign materials	S	1,2,4,5,7
6	Understand the origin, evolution, and trajectories of Development Communication	U	1,3,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Development communication: concept and History**	**15**	**6**
	1.1	MacBride Commission, NWICO, New Delhi Declaration (1976), and the UN approach to Communication for Development.	5	
	1.2	Paulo Freire's Theory of Critical Pedagogy; Miguel Sabido's Entertainment–Education Method; the Kheda Communication Experiment in India; and Nora C. Quebral's Development Communication Model in the Philippines.	5	
	1.3	Six phases of participatory communication planning	5	

		Stories that Inspire: Skills in presenting Stories, Reports, Campaigns, and Policies	15	2,3,5
2	2.1	Ethics, storytelling, and the media: Draw upon personal experiences to create rich narratives for media use, human stories as case studies	4	
	2.2	Master how to tell a persuasive story: script writing	2	
	2.3	Identify best practices in social media, Deconstruct case studies: Social cause campaigns	3	
	2.4	How to design a campaign	2	
	2.5	Understand the purpose and audiences for policy-influencing writing outputs, Learn internationally accepted templates for reports, policy briefs, and policy memos	4	
3		Engaging with different media genres for Development Communication: Understand how the media works	15	1,2,4,5
	3.1	Folk media: puppetry, folk drama, folk songs, folk dances	2	
	3.2	Street plays, drama, Interpersonal media	2	
	3.3	Flash cards, flannel graphs, flip charts, Audio Visual projections, Prints, zine making, Posters.	2	
	3.4	Mass media: Radio, community radio, Television, Film shows; how to write a good report, scripting for documentary films, television shows, etc. (scripting writing workshops, film and documentary screening)	2	
	3.5	Social media, Blogs, Vlogs, Instagram, reels, YouTube. Become skilled at the fundamental elements of photography and social media usage.	2	
	3.6	How to become a better public speaker: What goes into the presentation checklist	1	
	3.7	How to use visuals, body language, and presentation structures in presentations	1	
	3.8	Skills in how to decode and encode body language- The power of micro-expressions and listening non-verbal behaviour	1	
	3.9	How to create IEC materials	1	
	3.10	Behaviour Change Communication	1	
4		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) 1. workshops on public speaking, script writing, documentary film making, zine making, etc 2. Brainstorming lectures 3. Interactive instructions 4. Group discussions 5. Presentations by individual students 6. Active cooperative learning

Assessment Types	Mode of Assessment **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Role Play • Demonstration of skill **B. End Semester Examination (ESE) (1.30 Hrs. written exam)**

B. End Semester Examination (ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (3 marks each)	7	5	15
B (5 marks each)	5	3	15
C (10 marks each)	5	2	20
		Total Mark for ESE	**50**

Credits and Marks Distribution

• **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

References

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

SEC 02

Discipline	SOCIAL WORK
Course Name	**Technology for Social Work Practice**
Type of Course	**SEC**
Course Code	**25UBSWSEC301**
Course Level	**300-399**
Course Summary	This technology focused social work course is designed to equip practitioners with essential skills for the digital age. This course will help the learners to gain more efficiency, accuracy, and quality in service delivery. Throughout the course, emphasis is given to ethical considerations and responsible use of technology in promoting positive outcomes for individuals and communities.

Semester	V	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites, if any	Basic understanding in handling gadgets and social media.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Identify different technologies and their uses in society	U	4,7,8
2	Evaluate the impact of social media on social work practice.	E	2
3	Use different technology tools for assessment and intervention.	A	5
4	Coordinate different technological tools and platforms to enhance social work research.	S	1,2,7
5	Explore the use of Artificial intelligence and augmented reality in social work practice.	An	5,7,8
6	Demonstrate an awareness of ethical considerations related to the use of technology	S	5,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Introduction to Technology Tools**	15	1,2,6
	1.1	Importance of technologies in contemporary social work practice.	2	
	1.2	Basics of digital literacy, digital tools: Word, Excel, PowerPoint, Canva.	2	
	1.3	Communication technologies in social work: Email, video conferencing, tele-counselling.	3	
	1.4	Social media, Role of social media in social work	2	
	1.5	Social media & its management, online advocacy, awareness campaigns, and community engagement.	2	
	1.6	Networking and collaborating through technology.	2	
	1.7	Ethical considerations in the use of social media, Maintaining Professional boundary	2	

2		**Assessment & Documentation Using Technology**	**15**	**1,3,5**
	2.1	Digital Assessment tools- EHR, tele-health, and virtual assessment.	3	
	2.2	Digital applications and platforms for screening and assessment, and case management. Best practices in electronic documentation: Web-based digital tools for documentation.	4	
	2.3	Artificial Intelligence and Augmented Reality for assessment, documentation, client engagement, and intervention.	4	
	2.4	Legal and ethical considerations in digital assessment and documentation.	4	
3		**Research and Data Analysis Tools**	**15**	**1,4,6**
	3.1	Technology for social work research	3	
	3.2	Digital tools for Data collection: Online surveys, questionnaires, applications for field research, and interview platforms.	4	
	3.3	Data management and analysis using technology: SPSS, R, Python.	4	
	3.4	Ethical considerations in using technology in Social Work research.	4	
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Interactive Lecture 2. E-learning Seminar 3. Group discussion 4. Workshops
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Role Play • Demonstration of skill • Creating and managing a professional social media profile • Presentation using digital tools • Technology Integrated group projects

B. End Semester Examination (ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (3 marks each)	7	5	**15**
B (5 marks each)	5	3	**15**
C (10 marks each)	5	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

References

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

SEC 03

Discipline	SOCIAL WORK
Course Name	**Career Planning and Professional Enhancement**
Type of Course	**SEC**
Course Code	**25UBSWSEC302**
Course Level	**300-399**
Course Summary	Employability Enhancement and Professional Grooming is a course designed to help students to bridge the gap between academic education and the industry's expectations, preparing students for a successful transition into the workforce. This course equips students with the necessary skills, knowledge, and attitudes to thrive in today's competitive job market and skills and to present themselves professionally and make a positive impression in both personal and professional settings.

Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites, if any	Essential understanding of professionalism and etiquettes					

Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Employ the skills that are required by the world of work	**S**	**1,2**
2	Identify the strengths and weaknesses of oneself in the areas of personal and professional life.	**U**	**1,4,5,6**
3	Practice healthy coping mechanisms that lead to productivity and happiness.	**A**	**1,3,6,7**
4	Use the self with consciousness and effectiveness	**A**	**1,2,4,6**
5	Develop effective grooming habits	**C**	**7**
6	Value human relationships in personal and professional life.	**E**	**3,4,5,6,7**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Course Content

Content for Classroom transaction (units)

Module	Units	Course description	Hrs.	CO No.
1		**Self-management & Emotional Skills**	**15**	**1,2,4,6**
	1.1	Communication, Coping with Emotions	2	
	1.2	Social awareness & Interpersonal Relationship	2	
	1.3	Self-Awareness and SWOT Analysis	2	
	1.4	Decision Making, Coping with Stress, Handling Feedback, and Problem Solving	3	
	1.5	Creativity, Mindfulness, and Workplace Relationships	2	
	1.6	Critical Thinking	2	
	1.7	Time Management	2	
2		**Macro-management**	**15**	**1,2,3,6**
	2.1	Public speaking	3	
	2.2	Making effective presentations	3	
	2.3	Leadership & Team Building	3	
	2.4	Protocol at formal functions	3	
	2.5	Leadership & Team Building	3	

3	**Personal Grooming**		**15**	**5**
	3.1	Basics of good grooming	3	
	3.2	Personal Hygiene.	3	
	3.3	Body Language	3	
	3.4	Clothing	2	
	3.5	Jewellery and Accessories	2	
	3.6	Personal Branding	2	
4	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Interactive lectures. 2. E-learning 3. Seminar 4. Role Play 5. Library works
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Role Play • Demonstration of skill **B. End Semester Examination (ESE) (1.30 Hrs. written exam)** <table><tr><td>**Part**</td><td>**No. of Qns.**</td><td>**No. of Qns. to be answered**</td><td>**Total Mark**</td></tr><tr><td>A (3 marks each)</td><td>7</td><td>5</td><td>**15**</td></tr><tr><td>B (5 marks each)</td><td>5</td><td>3</td><td>**15**</td></tr><tr><td>C (10 marks each)</td><td>5</td><td>2</td><td>**20**</td></tr><tr><td></td><td></td><td>**Total Mark for ESE**</td><td>**50**</td></tr></table>
	Credits and Marks Distribution • **Theory 3 Credit** <table><tr><td>Total Mark</td><td>75</td></tr><tr><td>CCA</td><td>25</td></tr><tr><td>ESE</td><td>50</td></tr></table>

References

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

9. VALUE ADDITION COURSES (VAC)

SL.NO.	COURSE CODE	COURSE TITLE	CREDIT	LEVEL
01	25UBSWVAC201	Gender Diversity and Inclusion	3	200-299
02	25UBSWVAC202	Psychological First Aid and Crisis Interventions	3	200-299
03	25UBSWVAC301	Social Innovations and Entrepreneurship	3	300-399

VAC 01

Discipline	SOCIAL WORK					
Course Name	**Gender Diversity and Inclusion**					
Type of Course	**VAC**					
Course Code	**25UBSWVAC201**					
Course Level	**200-299**					
Course Summary	The course on Gender Diversity and Inclusion is designed to provide students with a comprehensive understanding of key concepts, issues, and strategies related to fostering gender equity and promoting inclusion.					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites , if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Describe the key indicators of gender disparities in the present context	K	1,2,3,4,5,6,7,8
2	Distinguish between gender and sex.	U	1,2,4,5,6,7
3	Describe the concepts of gender spectrum.	U	1,2,4,5,6,7
4	Propose practical strategies to address gender issues in different spheres of life.	A	1,2,4,5,6,7
5	Demonstrate the ability to navigate gender concepts in various social contexts	S	1,2,4,5,6,7,8
6	Respect gender diversity.	A	1,2,3,4,5,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Gender and Related Concepts**	**15**	**1,2**
	1.1	Sex and Gender, Masculinity and Femininity	2	
	1.2	Gender: Identity, Gender Expression, Orientation: Romantic and Sexual	3	
	1.3	Gender Stereotypes and Gender Discrimination	2	
	1.4	Gender sensitivity and Gender sensitization	2	
	1.5	Gender equality and Gender equity: Division of Labour, Gender status	3	
	1.6	Historical overview of Gender in India and Kerala	3	

				15	1
2		**Gender - Theories and Perspectives**		**15**	**1**
	2.1	Theories on Gender: Structural theory, Performativity theory, Gender Schema theory	4		
	2.2	Patriarchy: Radical feminist concept of patriarchy, Capitalist patriarchy, Brahmanical patriarchy, public patriarchy	4		
	2.3	Gender Empowerment Index, Gender Inequality index, Gender Development Index, Gender mainstreaming, Gender budgeting, Gender auditing	4		
	2.4	Social Institutions and Gender: Family, education, workplace, religion, political institutions	3		
3		**Gender Diversity and Gender Equity**		**15**	**3,4,5,6**
	3.1	LGBTQIA+ meaning, challenges, NLASA ACT, Transgender Persons (Protection of Rights) Act, 2019, Gender Affirmation Procedures and their complexities.	6		
	3.2	National and International level initiatives for gender equity - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979	6		
	3.3	Addressing gender inequity: Strategies for positive change	3		
4		**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture 2. Group Discussions 3. Debates 4. Seminar presentation
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Quiz • Role Play • Newspaper analysis • Group discussion

B. End Semester examination (ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (3 marks each)	7	5	**15**
B (5 marks each)	5	3	**15**
C (10 marks each)	5	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

References

- Bhasin Kamala (2000): Understanding gender, kali for women , N. Delhi.
- Caballero, B. B. (2012, January 1). Social Institutions, Gender Inequality, and Regional Convergence in Developing Countries.
- Gupta K R (2009), Gender: Problems and policies, New Delhi: Atlantic Publishers
- Krishna Sumi, (ed.,), Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
- Mukherjee, Mukul (1992), Human Rights and gender issues, New Delhi: Institute of Social Sciences
- OECD (2023), "Social Institutions and Gender" (indicator), https://doi.org/10.1787/7b6cfcf0en
- Pilcher, J. (2004). Key Concepts in Gender Studies (2nd ed.). Sage Publications Ltd.

VAC 02

Discipline	SOCIAL WORK					
Course Name	**Psychological First Aid and Crisis Interventions**					
Type of Course	**VAC**					
Course Code	**25UBSWVAC202**					
Course Level	**200-299**					
Course Summary	This course is designed to equip social work students with the knowledge and skills necessary for effective crisis interventions and the application of psychological first aid. Students will explore crisis theory, assessment strategies, and practical techniques for providing immediate support to individuals facing various crises.					
Semester	IV	**Credits**			3	Total Hours
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites , if any	Completion of basic psychology and social work courses					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Explain the concepts of crisis intervention and psychological first aid, and the need for such interventions	U	3,4,5,6,7
2	Values the ethical and cultural considerations in crisis intervention and psychological first aid	A	3,5,7
3	Identify trauma and the impact of stress on mental health	U	2,3,5,6,7
4	Illustrate crisis assessment and intervention using different techniques	A	2,3,4,5,6,7,8
5	Demonstrate communication skills for effectively giving psychological first aid	S	2,3,4,5,6
6	Demonstrate skills in assessing immediate needs and prioritizing actions in psychological first aid adhering to the core principles	S	2,3,4,5,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Introduction to Crisis Intervention and Psychological First Aid**	**15**	**1,2**
	1.1	Concept of crisis, events, and introduction to crisis intervention and disaster mental health	3	
	1.2	Theories of crisis intervention- systems crisis theory, adaptational theory, interpersonal theory, ecological theory	3	
	1.3	Principles and Models of Crisis Intervention	3	
	1.4	Concept and Development of Psychological First Aid	3	
	1.5	Ethical considerations in providing crisis intervention and psychological first aid	3	

				15	3,4
2		**Crisis Assessment and Intervention Strategies**		**15**	**3,4**
	2.1	Understanding Trauma and stress, their impact on mental health, and crisis Reaction	4		
	2.2	Conducting crisis assessments	2		
	2.3	Developing crisis intervention plans	2		
	2.4	Crisis intervention techniques, essential crisis intervention skills	3		
	2.5	Handling specific crises: Substance use, domestic violence, sexual assault, Child sexual abuse	4		
3		**Principles and Skills for Psychological First Aid**		**15**	**5,6**
	3.1	Core Principles of PFA: Sense of Safety, Calming, a sense of self and community efficacy, Connectedness, and hope	3		
	3.2	Core Competencies of Psychological First Aid	3		
	3.3	Skills: Basic Communication and Active Listening Skills, Effective communication strategies: Active listening techniques, Non-verbal communication in crisis situations	3		
	3.4	Practicing RAPID Model of psychological assessment: Rapport and Reflective learning, Assessment of needs, Prioritization, Intervention, and Disposition	3		
	3.5	Cultural Competence in Psychological First Aid: Respecting diversity and individual differences, addressing cultural stigma related to mental health	3		
4		**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Lecture 2. Tutorials 3. Brainstorming 4. Cooperative learning 5. Role play 6. Debriefing 7. Group discussions
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Role Play • Demonstration of skill • Case analysis

B. end Semester Examination (ESE) (1.30 Hrs. written exam)

Part	No. of Qns.	No. of Qns. to be answered	Total Mark
A (3 marks each)	7	5	**15**
B (5 marks each)	5	3	**15**
C (10 marks each)	5	2	**20**
		Total Mark for ESE	**50**

Credits and Marks Distribution

- **Theory 3 Credit**

Total Mark	75
CCA	25
ESE	50

References

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

VAC 03

Discipline	SOCIAL WORK				
Course Name	Social Innovations and Entrepreneurship				
Type of Course	VAC				
Course Code	25UBSWVAC301				
Course Level	300-399				
Course Summary	This course introduces the fundamentals of social innovation and entrepreneurship. Through practical examples and case studies, students will learn how to identify social issues and develop innovative solutions that create a positive impact.				
Semester	VI	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	-	-	-	
	Hours	45	-	-	-	45
Pre-requisites, if any	Basic understanding of Social Innovations and Entrepreneurship				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Enhance the awareness of social innovation and entrepreneurship	**K**	**1,3,4,5,7**
2	Assess the impact of social innovations and entrepreneurship	**A**	**1,3,5,7**
3	Demonstrate ethical and responsible leadership in social innovation and entrepreneurship	**C**	**3,4,5,6,7**
4	Assess the business models and financial sustainability of social entrepreneurship	**A**	**1,4,5,6,7**
5	Analyse social problems and opportunities for innovation	**An**	**1,2,7**
6	Develop creative and innovative solutions to social problems	**C**	**3,5,6**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Introduction to Social Innovation**	**15**	**1,2,3**
	1.1	Innovation ‑ Meaning, Need, and Definitions	3	
	1.2	Components of Innovation. Social Innovation ‑Types and Implications.	3	
	1.3	Social Innovation -History	3	
	1.4	Social Innovation in different settings-Public, Third, market, household	3	
	1.5	Boundaries of Social Entrepreneurship- Social service provision, social activism.	3	
2		**Design Thinking for Social Innovation**	**15**	**2,3,4,5**
	2.1	Identifying Social Issues: Recognize Local Challenges: Community Mapping, Stakeholder Analysis	5	
	2.2	Social Innovation Process: Prompts- Proposals-Prototypes- Sustaining-Scaling, and Systematic change	5	
	2.3	Different funding sources for Social Innovation and Entrepreneurship	5	

		Introduction to Social Entrepreneurship	15	1,2,3,4,5, 6
3	3.1	Social Entrepreneurship Types, Social Entrepreneur	2	
	3.2	Social Entrepreneurship Process: The Timmons Model of Entrepreneurship Process; the PCDO Framework (People, Context, Deal, and Opportunity); and the Case Model.	4	
	3.3	Sources of Social Entrepreneurship: Public Sector & Private Sector	3	
	3.4	Sources of Social Entrepreneurship: Voluntary Sector	2	
	3.5	Skills and Qualities of a Social Entrepreneur	2	
	3.6	Social Innovative projects in Foreign Countries	2	
4	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** 1. Direct Instruction 2. E-Learning 3. Seminar 4. Group Assignment 5. Library Work 6. Group Discussion
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA)** • Internal test • Assignments • Presentation • Classroom Discussions • Role Play • Demonstration of skill • Case analysis **B. End Semester Examination (ESE) (1.30 Hrs. written exam)** | Part	No. of Qns.	No. of Qns. to be answered	Total Mark
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A (3 marks each)	7	5	**15**
B (5 marks each)	5	3	**15**
C (10 marks each)	5	2	**20**
		Total Mark for ESE	**50**	

Credits and Marks Distribution	
• **Theory 3 Credit**	

Total Mark	75
CCA	25
ESE	50

References

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- Banks, K. (2017). Social Entrepreneurship and Innovation: International Case Studies and Practice. Routledge
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- Doherty, B. (2011). Social entrepreneurship: A new way to make a difference. FT Press.
- Durieux, M. B. (2010). Social Entrepreneurship for Dummies. John Wiley & Sons.
- Gelobter, M. (2013). Lean Startups for Social Change. Berrett-Koehler Publishers.
- Maclean, M., Harvey, C., & Gordon, J. (2013). Social innovation, social entrepreneurship and the practice of contemporary entrepreneurial philanthropy. ResearchGate.
- Mulgan, G. (2006). Social innovation: What it is and why it matters. Stanford Social Innovation Review, 4(2), 57-65.
- Murray, R., Caulier, G., Mulgan, G., & Steinberg, J. (2010). Social innovation: An international perspective. Cambridge University Press.

Discipline	SOCIAL WORK
Course Name	Social Work Practicum Lab III
Type of Course	INTERNSHIP
Course Code	25UBSWINI201
Course Level	200-299
Course Summary	This course will be an opportunity for the students to discover the transformative power of communication for development. These skills will facilitate participation and engagement with different populations, communities, and networks for positive social and behaviour change in development and humanitarian contexts. The skills of communication for development will be helpful to the practitioners in creating a grassroots-level democratic dialogue about development in which citizens would have a consultative/co-creative role.

Semester	IV	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	-	2	-	
	Hours	-	-	60	-	60
Pre-requisites, if any	Social work trainees must possess essential knowledge about the functioning of the Organization/ Institution/ Firm chosen for the Internship.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Identify oneself as a professional social worker	U	1, 2,3,4,5, 6,7,8
2	Develop professional networks	C	1,2,3,4,5,6,7,8
3	Sketch the functioning of the organization, its management, objectives, programmes, etc.	A	1,2,3,4,5,6,7,8
4	Appraise and contribute to the service delivery process of the organization as a social work intern.	A	1,2,3,4,5,6,7,8
5	Explore the significance of the social work profession in the field chosen for internship	S	1,2,3,4,5,6,7,8
6	Utilize real work experience and provide meaningful assistance to the organization	A	1,2,3,4,5,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

Details of the Field Work Setting

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

Social Work Practicum Lab Requirements

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

CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA) & END SEMESTER EXAMINATION(ESE)

Sl No	Field Practicum Components	CCA	ESE
1	Organization study report	5	-
2	Report on the hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement	-	5
3	Field Work Conferences with Supervisor	10	-
4	Field Practicum Presentation	-	15
5	Viva Voce (Internal)	-	15
	Total Marks	**15**	**35**

11. PROJECT

Discipline	SOCIAL WORK					
Course Name	**PROJECT IN SOCIAL WORK**					
Type of Course	**CAPSTONE PROJECT**					
Course Code	**25UBSWPRJ401**					
Course Level	**400-499**					
Course Summary	The successful completion of the final project is intended to equip the student to practice knowledge, skills, and professional competencies acquired as a result of mastering all the previous courses in the UG programme. The field-based learning will provide opportunities for students to understand the different socio- economic contexts. The students are supposed to engage with complex issues in different social work settings/communities/institutions and develop innovative ideas required to generate solutions to the identified problems.					
Semester	VIII	**Credits**			12	**Total Hours**
Course Details	**Learning Approach**	Lecture	Tutorial	Practical	Others	
		-	-	-	-	
	Hours	-	-	-	-	-
Pre-requisites , if any	Only for 4-year Honors students who are not opting for Honors with Research pathway.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
Upon the completion of the course, the student will be able to:			
1	Develop insight into the complex problems faced by the communities, groups, or institutions.	**An**	**1, 2,3,5, 6,7**
2	Design structured solutions to the problems identified.	**A**	**1,3,5,6,7**
3	Apply PRA techniques and other research tools to collect sufficient data from different sources for analysis, synthesis, formulation, and evaluation of the project.	**A**	**1,2,3**
4	Develop multi-faceted, interdisciplinary problem- solving skills	**S**	**1,2,3,7**
5	Identify resources required for project implementation and mobilise resources required.	**S**	**1,2,3,7**
6	Developing professional oral and written communication skills through participation in oral presentations and preparation of the final written project document.	**S**	**1,2,3,7**
7	Develop realistic assessment skills of what can be done within a given period, and deliver a product on time.	**S**	**1,2,3,7**
8	Tackle ethical issues related to a project implementation.	**A**	**4,5,6**
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)			

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

Students' engagement in a project activity has two goals: to serve a local community and to provide a credit- bearing educational experience that directly relates to the goals and objectives of a course within the academic curriculum. By addressing needs and issues within the local community through service, students are able to apply what they have learned in a course.

Students reflect on their service activities in order to learn curricular concepts and to practice problem-solving and evaluative skills as well as analytical, critical, and reflective thinking.

COURSE CONTENT

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

Planning the Project

The student should follow the following steps

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

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

Project Assessment Rubric

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

1. Ideation - Ideation in identifying client groups and problem, Ideation in process, ideation in solutions. The project should clearly identify a need, problem or opportunity that can be addressed and present an innovative or unique solution or a set of solutions that have transformative potential.

2. Feasibility - Market potential, strategic fit, resource requirements (technology and capital)

The proposal reflects a strong grasp of the project context, the barriers to entry, the risks and opportunities of launching a new social strategies in this field, and identifies a unique value proposition or competitive advantage. The proposal identifies relevant stakeholders and beneficiaries, reflects design thinking in how it seeks to meet the needs of its end-users, and draws on research and data.The plan includes a novel and rigorous outreach strategy and empowerment of the beneficiaries. The proposal includes a plausible financial model that explains how revenues will be generated and reinvested in a sustainable manner to support the social mission of the project. The proposal presents the team, its skills and motivations, and current resources and partners and lays out future needs for recruitment and additional resources.

3. Relevance/ Social Impact - Usefulness of the project, client need based project, The proposal has a clearly articulated and plausible theory of change. The proposal features indicators, metrics, or approaches that can be used to measure relevant impacts like - social, environmental, gender, cultural, financial and so on.

The evaluation and monitoring criteria should be included

4. Structure of the Proposal - Language, design aesthetics

The proposal is written in an engaging, clear, and persuasive manner. The proposal is well structured, with appropriate subtitles and an appropriate flow from section to section.The plan includes a clear and plausible timeline for how the social enterprise will develop and grow over time.

The design and layout of the proposal are aesthetically captivating. The parameters for evaluating the quality of the project are given below:

Parameter	Components			
Ideation	Client	Problem	Solution	Process
Feasibility	Resources Mobilisation	Potential	Strategic Fit	Sustainability
Social Impact	Clients	Society	Monitoring Criteria	Evaluation Criteria
Structure of the Proposal	Language	Design Aesthetics	Plausible Timeline	Well Structured

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Prepare the research proposal, • Working out the project outcomes, activities and timelines • Preparing Monitoring and evaluation plans and criteria. • Reports and deadlines for their submission

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA)
	
	Proposal Presentation – 30 marks
	Original contribution at each stage – 30 marks
	―――――――――――――――――――――――――――――-
	                  Total – 60
	
	B. END SEMESTER EXAMINATION (ESE)
	Final Project Report - 90 marks
	Viva Voce – 50 marks
	―――――――――――――――――――――――――――――-
	          Total - 140