

**SACRED HEART COLLEGE (AUTONOMOUS)**

**THEVARA, KOCHI, KERALA, 682013**



**CURRICULUM AND SYLLABUS**

**FOR**

**MASTER OF SOCIAL WORK (MSW)**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)**

**INTRODUCED FROM 2026 ADMISSIONS ONWARDS**

**PREPARED BY:**

**BOARD OF STUDIES IN SOCIAL WORK**

**SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI, KERALA**



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# 1. INTRODUCTION

The Master of Social Work (MSW) programme is a professional postgraduate programme designed to prepare students for competent, ethical, and socially responsible practice in social work. As a practice-oriented and value-based discipline, social work aims to enhance human well-being, promote social justice, and address social problems arising from inequality, marginalisation, deprivation, and psychosocial distress. The MSW programme equips learners with advanced knowledge, professional skills, and ethical orientation required to intervene effectively at the individual, group, community, and societal levels.

The programme provides a strong theoretical foundation drawn from social work and allied social science disciplines, including sociology, psychology, economics, law, and public health. This interdisciplinary approach enables students to understand social structures, institutions, and processes that influence human behaviour and social problems. The curriculum integrates classical and contemporary social work theories with professional values and emerging perspectives relevant to practice in diverse socio-cultural contexts.

A defining feature of the MSW programme is the integration of theory and practice through a supervised field practicum. Fieldwork constitutes a core component of social work education and is designed to promote experiential learning, professional socialisation, and skill development. Through structured field exposure in approved social service agencies and community settings, students are trained in social work methods such as social casework, social group work, community organisation, social welfare administration, research, and social action. The field practicum enables learners to reflect critically on practice experiences and develop professional competence and ethical sensitivity.

The MSW programme also emphasises research and analytical skills essential for evidence-based practice. Training in social work research methodologies, data analysis, and academic writing enables students to examine social issues empirically and engage in informed professional decision-making. The inclusion of a dissertation component encourages independent inquiry within areas of specialisation and strengthens research aptitude, critical thinking, and problem-solving skills.

The MSW programme offered by Sacred Heart College (Autonomous), Thevara, is structured under the Choice-Based Credit and Semester System (CBCSS) and aligned with the principles of Outcome-Based Education (OBE). The autonomous status of the college enables curricular flexibility, contextual relevance, and academic innovation, while remaining aligned with the framework of the parent university. The syllabus has been designed and reviewed by the Board of Studies in Social Work to ensure academic rigour, professional relevance, and responsiveness to contemporary social realities, with emphasis on student-centric and experiential learning approaches.

### **PROGRAMME OUTCOMES (PO)**

On successful completion of the Post Graduate Programme, the students will be able to:

**PO1:** Exercise their critical thinking in creating new knowledge, leading to innovation, entrepreneurship, and employability.

**PO2:** Effectively communicate the knowledge of their study and research in their respective disciplines to their stakeholders and to society at large.

**PO3:** Make choices based on the values upheld by the institution, and have the readiness and know-how to preserve the environment and work towards sustainable growth and development.

**PO4:** Develop an ethical view of life and have a broader (global) perspective, transcending the provincial outlook.

**PO5:** Explore new knowledge independently for the development of the nation and the world, and are able to engage in a lifelong learning process.

## PROGRAMME SPECIFIC OUTCOMES (PSOs)

On successful completion of the MSW programme, the graduates will be able to:

**PSO1:** Demonstrate professional knowledge of the philosophical foundations, values, ethics, methods, fields, and approaches of social work practice, along with principles of human service and HR management. → **PO1**

**PSO2:** Apply field-based learning, helping skills, and intervention strategies to respond to contemporary socio-economic and cultural realities. → **PO2,PO3**

**PSO3:** Function as effective and efficient change agents in addressing human and societal needs across diverse social settings. → **PO2,PO3**

**PSO4:** Demonstrate self-awareness and purposive use of the professional self through reflective and transformative practices. → **PO4,PO5**

**PSO5:** Exhibit skills in conceptualisation, scientific assessment, analysis, interpretation, planning, and intervention. → **PO1,PO2**

**PSO6:** Analyse and evaluate public policies and programmes and contribute to research-integrated practice and model policy formulation. → **PO1,PO5**

## ELIGIBILITY FOR ADMISSION

Graduates in the Faculties of Arts, Social Sciences, Science, and Law with:

- CGPA not less than **4.5 out of 10.0** for Part III Core Group (Core + Open + Complementary),

**OR**

- Not less than **45% marks** for Part III (Main/Core + Subsidiary/Complementary subjects)

Admission shall be based on the norms prescribed by the College from time to time.

## **SPECIALISATIONS OFFERED**

The MSW programme offers specialisation in the following areas:

- A. Community Development (CD)**
- B. Family and Child Welfare (FCW)**
- C. Medical and Psychiatric Social Work (MPSW)**

## **PROGRAMME STRUCTURE**

The MSW programme is structured over **four semesters** spread across **two academic years** under the Choice-Based Credit and Semester System (CBCSS).

<b>SEM</b>	<b>COURSE TYPE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HOURS/WEEK</b>	<b>CREDIT</b>
I	CORE	26P1SWT01	Social Sciences for Social Work	3	3
	CORE	26P1SWT02	Human Growth and Development	3	3
	CORE	26P1SWT03	History, Philosophy, and Fields of Social Work	3	3
	CORE	26P1SWT04	Social Work Practice with Individuals	3	3
	CORE	26P1SWT05	Social Work Practice with Communities	3	3
	CORE	26P1SWPR1	Field Practicum I	12	6
<b>SEMESTER I TOTAL</b>					<b>21</b>
II	CORE	26P2SWT06	Introduction to Abnormal and Social Psychology	3	3
	CORE	26P2SWT07	Counselling and Psychotherapy	3	3
	CORE	26P2SWT08	Professional Skills for Social Workers	3	3
	CORE	26P2SWT09	Social Work Practice with Groups	3	3
	CORE	26P2SWT10	Social Work Research and Statistics	3	3
	CORE	26P2SWPR2	Field Practicum II	12	6
<b>SEMESTER II TOTAL</b>					<b>21</b>
III	CORE	26P3SWT11	Planning and Implementation of Development Projects	3	3
	CORE	26P3SWT12	Administration of Human Service Organizations	3	3
	CORE	26P3SWPR3	Field Practicum III	12	6
	ELECTIVE	26P3SWT13A/ 26P3SWT13B/ 26P3SWT13C	Rural & Urban Community Development/ Social Work Practice with Families/ Clinical Assessment and Diagnosis of Psychiatric Disorders	3	3
	ELECTIVE	26P3SWT14A/	Environment and Disaster Management/	3	3

		26P3SWT14B/ 26P3SWT14C	Policies and Programmes for Children and Youth Social Work in the Field of Health		
	ELECTIVE	26P3SWT15A/ 26P3SWT15B/ 26P3SWT15C	Community Health for Development Practice/ Population dynamics and Reproductive and Child Health Health Care Administration and Community Health	3	3
<b>SEMESTER III TOTAL</b>					<b>21</b>
IV	CORE	26P4SWT16	Social Legislation and Human Rights	3	3
	CORE	26P4SWT17	Gerontological Social Work	3	3
	CORE	26P4SWPR4	Field Practicum IV	12	6
	CORE	26P4SWPJ	Dissertation	3	3
	CORE	26P4SWIN	Internship (After the completion of the SEM IV examination)	10	5
	ELECTIVE	26P4SWT18A/ 26P4SWT18B/ 26P4SWT18C	Human Resource Management for Development Practice/ Therapeutic Interventions in the Field of Family and Child Welfare/ Social Work Interventions in the field of mental health	3	3
	ELECTIVE	26P4SWT19A/ 26P4SWT19B/ 26P4SWT19C	Economic Development: Theory and Practice/ Social Work in Education/ School Mental Health and Social Work Practice	3	3
		26P4SWCV	Comprehensive Viva Voce		1
	<b>SEMESTER IV TOTAL</b>				
<b>TOTAL CREDIT</b>					<b>90</b>

## **2. REGULATIONS FOR POST GRADUATE PROGRAMMES UNDER CREDIT SEMESTER SYSTEM (CSS)– 2024**

### **2.1 TITLE**

These regulations shall be called ‘SACRED HEART COLLEGE REGULATIONS FOR POST GRADUATE PROGRAMMES UNDER CREDIT SEMESTER SYSTEM (CSS) – 2024

### **2.2 SCOPE**

Applicable to all Post Graduate (PG) programmes of the college with effect from 2024 admissions. The provisions herein supersede all the existing regulations for the postgraduate programmes of the college.

### **2.3 DEFINITIONS**

- 2.3.1** ‘**Programme**’ means the entire course of study and examinations.
- 2.3.2** ‘**Duration of Programme**’ means the period of time required for the conduct of the programme. The duration of the postgraduate programme shall be four semesters spread over two academic years.
- 2.3.3** ‘**Semester**’ means a term consisting of a minimum of ninety working days, inclusive of examination, distributed over a minimum of eighteen weeks each having five working days, each with five contact hours of one hour duration.
- 2.3.4** ‘**Course**’ means a segment of subject matter to be covered in a semester. Each course is to be designed variously under lectures/tutorials/laboratory or fieldwork/ study tour /seminar/project / practical training/assignments/evaluation, etc., to meet effective teaching and learning requirements.
- 2.3.5** ‘**Credit**’ (Cr) of a course is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.
- 2.3.6** ‘**Extra credits**’ are additional credits awarded to a student over and above the minimum credits required for a programme.
- 2.3.7** ‘**Programme Credit**’ means the total credits of the PG Programmes. For PG programmes, the total credits shall be eighty.

- 2.3.8** ‘**Programme Elective Course**’ means a course that can be chosen from a list of electives, and a minimum number of courses is required to complete the programme.
- 2.3.9** ‘**Elective Group**’ means a group consisting of elective courses for the programme.
- 2.3.10** ‘**Programme Project**’ means a regular project work with stated credits, on which the student undertakes a project under the supervision of a teacher in the parent department / any appropriate institute in order to submit a dissertation on the project work as specified.
- 2.3.11** ‘**Internship**’ is on-the-job training for professional careers.
- 2.3.12** ‘**Plagiarism**’ is the unreferenced use of other authors’ material in dissertations and is a serious academic offence.
- 2.3.13** ‘**Seminar**’ means a lecture by a student, expected to train the student in self-study, collection.
- 2.3.14** ‘**Evaluation**’ is the process by which the knowledge acquired by the students is quantified as per the criteria detailed in the regulations.
- 2.3.15** ‘**Repeat Course**’ is a course that is repeated by a student for having failed in that course in an earlier registration.
- 2.3.16** ‘**Audit Course**’ is a course for which no credits are awarded.
- 2.3.17** ‘**Department**’ means any teaching department offering a programme of study approved by the college / institute as per the Act or Statute of the University.
- 2.3.18** ‘**Department Council**’ means the body of all teachers of a department in a college.
- 2.3.19** ‘**Faculty Advisor**’ is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the department.
- 2.3.20** ‘**College Coordinator**’ means a teacher from the college nominated by the College Council to look into the matters relating to the CSS-PG system.
- 2.3.21** ‘**Letter Grade**’ or simply ‘**Grade**’ in a course is a letter symbol (A+, A, B+, B etc.) which indicates the broad level of performance of a student in a course.
- 2.3.22** ‘**Grade Point**’ (GP) is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.

- 2.3.23 ‘Grade Point Average’ (GPA)** is an index of the performance of a student in a course. It is obtained by dividing the sum of the weighted grade points obtained in the course by the sum of the weights of the course ( $GPA = \frac{\Sigma WGP}{\Sigma W}$ ).
- 2.3.24 ‘Weighted Grade Point’ (WGP)** is obtained by multiplying the grade point by its weight ( $WGP = GP \times \text{weight}$ ).
- 2.3.25 ‘Credit Point’ (CP)** of a course is the value obtained by multiplying the grade point (GPA) by the credit (Cr) of the course ( $CP = GPA \times Cr$ ).
- 2.3.26 ‘Semester Grade Point Average’ (SGPA)** is the value obtained by dividing the sum of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits of the courses taken by him/her in that semester. The SGPA shall be rounded off to two decimal places and it determines the overall performance of a student at the end of a semester.
- 2.3.27 ‘Cumulative Grade Point Average’ (CGPA)** is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.
- 2.3.28 ‘Grace Grade Points’** means grade points awarded to a student for course(s), in recognition of meritorious achievements in NSS/Sports/Arts and cultural activities, as per the orders issued by the college from time to time.

## **2.4 ATTENDANCE**

Being a regular college, physical presence in the regular activities, especially, classes and exams, is mandatory for the students. However, if a student secures 75% of attendance he/she is eligible to appear for the exams, provided there are no other impediments like disciplinary proceedings, malpractice record, etc.

- 2.4.1 Absence:** A student found absent for one hour in the forenoon or afternoon session is deprived of attendance for the entire session, as far as eligibility for the final exam is concerned.
- 2.4.2 Leave:** A student has to formally report his/her absence with reasons either in advance or immediately after the absence for obtaining an approved leave. This applies to all sorts of leave – medical, on duty, or similar cases.

- 2.4.3** The student has to retain a copy/section of the approved leave form and produce the same as proof, in case there is any confusion regarding the leave sanctioning. In the absence of such proof, the claims will not be entertained.
- 2.4.4 Duty Leave:** A student representing the college in sports, arts, social service, or academic matters has to get sanction from the class teacher concerned and submit the leave application form duly endorsed by the class teacher and the Head of the Department, and submit it to the Vice Principal. The same will be forwarded by the Vice Principal for attendance entry. The approval of the Department of Physical Education and the class teacher is required for granting attendance related to sports. The time limit for submission mentioned above is applicable in the case of duty leave as well.
- 2.4.5 Condonation:** A student may have the privilege of condonation of attendance shortage (up to a maximum of ten days) on the basis of the genuineness of the grounds of absence (medical reasons or college duty), duly recommended by the department. This is not a matter of right. It is a matter of privilege based on the principal's discretion and the good conduct of the student on the campus. A student of the PG programme may have only one such opportunity.
- 2.4.6 Re-admission:** A student whose attendance is inadequate will have to discontinue the studies. Such students, whose conduct is good, may be re-admitted with the approval of the Governing Body, on the basis of the recommendation from the department, and assurance from the student and the guardian regarding good conduct and compliance in academic and discipline matters. For this, the prescribed re-admission fee has to be paid.
- 2.4.7 Unauthorized absence & removal from rolls:** A student, absent from the classes continuously for ten consecutive working days without due intimation or permission, shall be removed from the rolls, and the matter shall be intimated to the student concerned. On the basis of the recommendation of the department concerned, the re-admission process may be permitted by the Principal.

## **2.5 PROGRAMME REGISTRATION**

**2.5.1** A student shall be permitted to register for the programme at the time of admission.

**2.5.2** A PG student who registered for the programme shall complete the same within a period of eight continuous semesters from the date of commencement of the programme.

## **2.6 PROMOTION**

A student who registers for the end semester examination shall be promoted to the next semester. However, in extreme circumstances, a student having sufficient attendance who could not register for the end semester examination may be allowed to register notionally by the Principal with the recommendation of the Head of the Department concerned and by paying the prescribed fee.

## **2.7 EXAMINATIONS**

All the end semester examinations of the college will be conducted by the Controller of Examinations. The Principal will be the Chief Controller of Examinations. An Examination Committee consisting of the Chief Controller of Examinations, Controller of Examinations, Additional Chief Superintendent, Deans, IQAC Coordinator and other faculty members nominated by the Principal will act as an advisory body on the matters relating to the conduct of examinations.

## **2.8 EVALUATION AND GRADING**

### **2.8.1 Evaluation**

The evaluation scheme for each course shall contain two parts:

**a. Continuous Internal Assessment (CIA)**

**b. End Semester Examination (ESE)**

25% weightage shall be given to internal evaluation, and the remaining 75% to external evaluation, and the ratio and weightage between internal and external is **1:3**, for the courses with or without practicals (except the courses offered by the School of Communications). In the case of courses offered by the School of Communications, the internal-external assessment ratio shall be **1:1**. In their case, the components for evaluation and their respective weightage shall be determined

by their Board of Studies. Both internal and external evaluation shall be carried out in the grading system, and the GPAs are to be rounded to two decimal places.

**2.8.2 Direct Grading:** The direct grading for the components of CIA shall be based on six letter grades (A+, A, B, C, D, and E) with numerical values of 5, 4, 3, 2, 1, and 0, respectively, as per the following scale of accuracy/level of quality. The questions for internal test papers and the End Semester Examination shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, and E grades.

<b>Grade</b>	<b>Grade Points</b>	<b>Scale of accuracy/Level of quality</b>
A+	5	Greater than or equal to 90%
A	4	80% to less than 90%
B	3	60% to less than 80%
C	2	40% to less than 60%
D	1	20% to less than 40%
E	0	Less than 20%

**2.8.3 Grade Point Average (GPA):** Internal and external components are separately graded, and the combined GPA shall be calculated for each course with a weightage 1 for internal and 3 for external.

**2.8.4 Components of Continuous Internal Assessment (CIA):** Grades shall be given to the evaluation of theory/practical/project/comprehensive viva-voce and all internal evaluations are based on the Direct Grading System.

**The Board of Studies of the respective subject is permitted to make changes, if necessary, with regard to the weightages for the components of CIA without changing the total weightage of 5.**

**a. Components of Internal Evaluation (for theory)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Assignments	1
ii.	Seminar	1
iii.	Quiz/Field Study/Industrial Visit/Viva Voce/Study Tour	1
iv.	Test paper-1	1
v.	Test paper-2	1
	<b>Total</b>	<b>5</b>

**b. Components of Internal Evaluation (for practical)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Field/Agency Involvement	1
ii.	Practice-Based Assessment (Casework, Groupwork, etc.)	1
iii.	Field Report	1
iv.	Fieldwork Conference	1
v.	Viva Voce	1
	<b>Total</b>	<b>5</b>

**c. Components of Internal Evaluation (for project)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Relevance of the topic and analysis	2
ii.	Project content and presentation	2
iii.	Project viva voce	1
	<b>Total</b>	<b>5</b>

**d. Components of Internal Evaluation (for comprehensive viva voce)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Comprehensive viva voce (all courses from first semester to fourth semester)	5
	<b>Total</b>	<b>5</b>

**2.8.5 Components of End Semester Examination (ESE):**

**a. Components of External Evaluation (For Theory)**

Evaluation shall be based on the following pattern of questions:

<b>Section*</b>	<b>Type of Questions</b>	<b>Number of questions to be answered</b>	<b>Weight</b>
A	Short Answer	8 out of 10	1×8=8
B	Short Essay	6 out of 8	2×6=12
C	Long Essay	2 out of 4	5×2=10
		<b>Total Weight</b>	<b>30</b>

\*The Board of Studies of respective subjects can decide on the number of questions in each type of question.

**b. Components of External Evaluation (For Practical)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage*</b>
i.	Evaluation by agency supervisor	2
ii.	Evaluation by faculty supervisor	2
iii.	Field work Presentation & Viva	3
iv.	Understanding of concepts and quality of field work reports	3
v.	Application of theory in to practice	5
	<b>Total</b>	<b>15</b>

\*The Board of Studies of the respective subject is permitted to make changes, if necessary, with regard to the weightages for the components of Practical Examinations (External) without changing the total weightage, i.e., 15. The pattern of questions for external evaluation of practical examinations can also be prescribed by the respective Board of Studies.

**c. Components of External Evaluation (For Project)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Project Report, Relevance of the topic and analysis	3
ii.	Project content and presentation	7
iii.	Project viva voce	5
	<b>Total</b>	<b>15</b>

**d. Components of External Evaluation (For Comprehensive Viva Voce)**

<b>Sl. No.</b>	<b>Components</b>	<b>Weightage</b>
i.	Comprehensive viva voce (all courses from first semester to fourth semester)	15
	<b>Total</b>	<b>15</b>

**2.8.6 Project:**

Project work is a part of the syllabus of most of the programmes offered by the college. The guidelines for doing projects are as follows:

- i. Project work shall be completed by working outside the regular teaching hours.
- ii. Project work shall be carried out under the supervision of a teacher in the concerned department or an external supervisor.
- iii. A candidate may, however, in certain cases be permitted to work on the project in an industrial / Research Organization/ Institute on the recommendation of the Supervisor.
- iv. There should be an internal assessment and external assessment for the project work in the ratio 1:3
- v. The external evaluation of the project work consists of valuation of the dissertation (project report) followed by presentation of the work and viva voce.

## 2.9 PERFORMANCE GRADING

2.9.1 Students are graded based on their performance (GPA/SGPA/CGPA) at the examination on a 7-point scale as detailed below:

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good (Average)
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal (Pass)
Up to 1.99	D	Deficient (Fail)

2.9.2 No **separate minimum** is required for internal evaluation for a pass, but a minimum of a 'C' grade is required for a pass in an external examination. However, a minimum 'C' grade is required to pass in a course and the programme as well.

2.9.3 A student who fails to secure a minimum grade of 'C' for a pass in a course shall be permitted to write the examination along with the next batch.

2.9.4 **Improvement of GPA:** The candidates who wish to improve the GPA of the external examinations of a course/courses can do the same by appearing in the external examination of the semester concerned along with the immediate junior batch. The facility is restricted to first and second semesters of the programme.

2.9.5 **Computation of SGPA and CGPA:** For the successful completion of a semester, a student should pass all the courses and score at least the minimum SGPA grade 'C'. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated as the ratio of the sum of the credit points of all courses taken by a student in the semester to the total credits of that semester.

Thus,  $SGPA = TCP/TCr$ , where TCP is the **Total Credit Point of that semester** ( $\sum_{i=1}^n CP_i$ ), and TCr is the **Total Credit of that semester** ( $\sum_{i=1}^n Cr_i$ ), where 'n' is the number of courses in that semester.

Cumulative Grade Point Average (**CGPA**) of a programme is calculated as the ratio of the sum of the credit points of all the courses of the programme to the total credits of the programme.

$$CGPA = \frac{\Sigma (SGPA \times TCr)}{\Sigma TCr}$$

- The SGPA/CGPA shall be rounded off to two decimal places.
- For the successful completion of a programme, a student should pass all the courses and score at least the minimum CGPA grade 'C'. However, a student is permitted to move to the next semester irrespective of her/his SGPA.
- To ensure transparency of the evaluation process, the internal assessment grade awarded to the students in each course in a semester shall be published on the notice board/website at least one week before the commencement of the external examination. There shall be no chance for improvement for the internal assessment grade.
- The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course which shall be forwarded to the controller of examinations through the Head of the Department and a copy should be kept in the department for at least two years for verification.

## **2.10 REGISTRATION FOR THE EXAMINATION**

- a. All students admitted to a programme with remittance of the prescribed fee are eligible for the forthcoming semester examinations.
- b. Online application for registration to the various End Semester Examinations shall be forwarded to the CE along with the prescribed fee for each course in the prescribed format.
- c. The eligible candidates who secure the prescribed minimum attendance of the total duration of the course and possess other minimum qualifications prescribed in the regulations for each course shall be issued the hall tickets. The hall ticket shall be downloaded by the students from the college website.

The mode of fee remittance shall be through the prescribed bank.

## **2.11 SUPPLEMENTARY EXAMINATIONS**

Candidates who failed in an examination can write the supplementary examination conducted by the College along with regular examinations.

## **2.12 PROMOTION TO THE NEXT HIGHER SEMESTER**

A candidate shall be eligible for promotion from one semester to the next higher semester if,

- a. He/she secures a minimum 75 % attendance and registers for the End Semester Examination of the programme for which he/she is studying.
- b. His / her progress of study and conduct are satisfactory during the semester completed, as per the assessments recorded by the course teachers and the Head of the Department concerned.

## **2.13 CERTIFICATES**

1. Diploma and Degree certificates are issued by the Mahatma Gandhi University, Kottayam, as per the act and statutes of the University on the submission of the consolidated mark /score cards of the students by the College.
2. A consolidated mark / scored card shall be issued to the candidates after the publication of the results of the final semester examination taken by the candidate.
3. A Course Completion Certificate with classification shall be issued to students till the provisional certificate is issued by the university.

## **2.14 RANK CERTIFICATE**

Candidates shall be ranked in the order of merit based on the CGPA secured by them. Grace grade points awarded to the students shall not be counted for fixing the rank/positions. Rank certificates shall be issued to the candidates who secure positions from the first to the third in the order of merit. The position certificates shall be issued to the next seven candidates in the order of merit.

## **2.15 AWARD OF DEGREE**

The successful completion of all the courses with a 'C' grade shall be the minimum requirement for the award of the degree.

## **2.16 MONITORING**

There shall be a Monitoring Committee constituted by the Principal consisting of faculty advisors, HoD, a member from Teaching Learning Evaluation Committee (TLE) and the Deans to monitor the internal evaluations conducted by college. The course teacher, class teacher and the deans should keep all the records of the internal evaluation, for at least a period of two years, for verification.

Every programme conducted under Credit Semester System shall be monitored by the College Council under the guidance of IQAC Coordinator, Controller of Exams, Academic Deans and HoDs. An academic committee consisting of the vice principal, deans and teachers nominated by the Principal shall look after the day-to-day affairs of these regulations.

## **2.17 GRIEVANCE REDRESSAL MECHANISM**

In order to address the grievance of students regarding Continuous Internal Assessment (CIA) a three-level grievance redressal mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

**Level 1:** Level of the course teacher concerned

**Level 2:** Level of a department committee consisting of the Head of the Department, a coordinator of internal assessment for each programme nominated by the HoD and the course teacher concerned.

**Level 3:** A committee with the Principal as Chairman, Dean of the Faculty concerned, HOD of the department concerned, and one member of the Academic Council nominated by the Principal every year as members.

## **2.18 TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Principal of the college has the power to make changes in these regulations, by due orders, that shall be applied to any programme with such modifications as may be necessary on the recommendations of the Board of Studies of the respective programme.

### 3. SYLLABI OF CORE THEORY COURSES

<b>Sl. No.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HOURS/ WEEK</b>	<b>CREDIT</b>
1	26P1SWT01	Social Sciences for Social Work	3	3
2	26P1SWT02	Human Growth and Development	3	3
3	26P1SWT03	History, Philosophy, and Fields of Social Work	3	3
4	26P1SWT04	Social Work Practice with Individuals	3	3
5	26P1SWT05	Social Work Practice with Communities	3	3
6	26P2SWT06	Introduction to Abnormal and Social Psychology	3	3
7	26P2SWT07	Counselling and Psychotherapy	3	3
8	26P2SWT08	Professional Skills for Social Workers	3	3
9	26P2SWT09	Social Work Practice with Groups	3	3
10	26P2SWT10	Social Work Research and Statistics	3	3
11	26P3SWT11	Planning and Implementation of Development Projects	3	3
12	26P3SWT12	Administration of Human Service Organizations	3	3
13	26P4SWT16	Social Legislation and Human Rights	3	3
14	26P4SWT17	Gerontological Social Work	3	3

## **CORE THEORY COURSE 1**

**COURSE CODE: 26P1SWT01**

**SEMESTER: I**

**COURSE TITLE: SOCIAL SCIENCES FOR SOCIAL WORK**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand basic concepts of sociology and its different dimensions.	Understand	<b>1</b>
<b>CO2</b>	Apply the concepts of sociology in Social Work practice.	Apply	<b>2,5</b>
<b>CO3</b>	Analyse different dimensions of prevailing social issues in India.	Analyse	<b>3</b>
<b>CO4</b>	Recognise the linkage of social issues and the design of social work interventions.	Analyse	<b>2,3,5</b>
<b>CO5</b>	Understand basic economic concepts and the economic situation in India.	Understand	<b>1</b>
<b>CO6</b>	Appraise the effect of the national and global economy on social life in a society.	Evaluate	<b>3,4,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Sociology and Its Relation to Social Work</b>		<b>10</b>	<b>1,2</b>
	1.1	Importance of social sciences for social work practice.	1	
	1.2	Sociology- Definition and characteristics; Society: Definition, evolution, meaning, and characteristics; types of societies and their characteristics	3	
	1.3	Culture and Socialization: Definition, characteristics, structure, functions, subculture, contra-culture, cultural change, and cultural lag; Structural aspects of culture – Folkways, Norms, Mores, and Values.	3	
	1.4	Social Change: Meaning, Characteristics, Evolution and Progress, Factors of Social Change, Theories of Social Change.	3	
<b>II</b>	<b>Social Groups and Social Institutions</b>		<b>12</b>	<b>2,3</b>
	2.1	Social Groups: Definition, Classification – Characteristics and importance of Primary groups and Secondary Groups, Peer groups and Reference groups.	3	
	2.2	Social Interaction & Social Process: Characteristics. Types: Co-operation, Accommodation, Assimilation; Competition, Conflict, and isolation.	3	
	2.3	Social Stratification: Definition, Characteristics, Caste, Class & Race. Changes in Caste systems. Social Mobility.	3	
	2.4	Social Institutions: Definitions, Types of Social Institutions: Family, Marriage, Education, Economy, Polity, Religion. Changes in Social Institutions in India.	3	
<b>III</b>	<b>Social Issues and Social Work</b>		<b>10</b>	<b>3,4</b>
	Concept, Causes, Effects, Interventions, and Prevailing Social Work practices in the following Social Issues:			
	3.1	Gender Issues - Gender identity, Gender Discrimination, Domestic Violence, Sexual Harassment.	2	
	3.2	Child & Adolescent Issues: Child Abuse, Child Labour, Adolescent problems, Social media, Addiction, Cybercrime.	3	
	3.3	Ageing, Alcoholism and Drug Addiction, Suicide, HIV/AIDS.	3	
	3.4	Religious Intolerance and violence, Terrorism	2	

<b>IV</b>	<b>Introduction to basic economic concepts</b>		<b>6</b>	<b>5</b>
	4.1	Basic Economic concepts (Definitions and meaning): Economic problem, scarcity and choice, demand, supply, national income, standard of living, per capita income, etc.	3	
	4.2	Introduction to Economic systems: Capitalism, Socialism, Communism, Mixed economy.	3	
<b>V</b>	<b>Economics Policy, Planning, and Development- National and Kerala Scenario</b>		<b>10</b>	<b>5,6</b>
	5.1	National Economic Policy	2	
	5.2	Economic Concepts – Welfare state, social justice, development, and underdevelopment.	2	
	5.3	Economic Concepts: Agriculture, Natural Resources, Infrastructure, Sustainable Development, Poverty	2	
	5.4	Local Self Governments and local development, Strategy for economic development	2	
	5.5	Kerala Model of Development and Critiques.	2	
<b>VI</b>	<b>Global Economy and its influence in India</b>		<b>6</b>	<b>6</b>
	6.1	Global Institutions- World Bank, International Monetary Fund, World Trade Organization.	2	
	6.2	Globalisation and its impact on the Indian economy.	2	
	6.3	Multinational Corporations and their effects on the Indian economy	2	

## References

1. Datt, Ruddar & Sundharam, K.P.M. (2008). *Indian economy*. New Delhi: S Chand.
2. Gregory, Antony, (2005). *Taming the global triumvirate: WTO, IMF, and World Bank*. Thiruvananthapuram: Sahayi.
3. Jhingan, M. L. (2006). *Economics of Development and Planning*. Delhi: Vrinda Publications (P) Ltd.
4. Francis, Abraham, M. (2006). *Contemporary Sociology*. Oxford, Oxfordshire: Oxford University Press.
5. MacIver, R.M., Page, C.H. (2000). *Society: An Introductory Analysis*. New Delhi: Macmillan Publishers India.
6. Mallik, R. M. & Padhi, S. P. (2005). *Development Deprivation and Welfare Policy*. Jaipur: Rawat Publications.
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9. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications.
10. Sachdeva, D.R., and Vidyabhushan. (2014). *An Introduction to Sociology*. Allahabad: Kitab Mahal.
11. Shankar Rao, C. N. (2007). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S Chand & Co. Ltd.

## CORE THEORY COURSE 2

**COURSE CODE: 26P1SWT02**

**SEMESTER: I**

**COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Demonstrate knowledge of the major influences in human development.	Understand	<b>1</b>
<b>CO2</b>	Explain the structure and function of the brain.	Understand	<b>1</b>
<b>CO3</b>	Understand the developmental changes in various developmental stages across the life span.	Understand	<b>1,5</b>
<b>CO4</b>	Analyse the importance of developmental psychology in social work practice and link it with real-life situations.	Analyse	<b>2,3,5</b>
<b>CO5</b>	Identify the use of theoretical concepts in life span stages in social work practice.	Apply	<b>2,5</b>
<b>CO6</b>	Understand the theories related to human development.	Understand	<b>1</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Overview of Bio-psychosocial Aspects</b>		<b>6</b>	<b>1,2</b>
	1.1	Multidimensional approach to understand human behaviour. The Bio-psychosocial perspective- Person, Environment	2	
	1.2	Brain: structure and function of the brain; Sensory Process, Perception, Learning, Memory, Thought, Emotions and Intelligence	4	
<b>II</b>	<b>Introduction to human development</b>		<b>8</b>	<b>1,4</b>
	2.1	Definition, meaning, purpose, and importance of Developmental Psychology	2	
	2.2	Meaning and principles of growth and development. Heredity, environment, and ecological influences – family and community - on human development. Basics of the human reproductive system, Process of reproduction.	4	
	2.3	Basic genetic concepts- genetic transmission, importance of genetic factors - chromosomal abnormalities	2	
<b>III</b>	<b>An Overview of Theories</b>		<b>10</b>	<b>5,6</b>
	3.1	Psychoanalytic Theory (Sigmund Freud)	2	
	3.2	Psychosocial Theory (Erik Erikson)	2	
	3.3	Theory of Cognitive Development (Jean Piaget) Behavioural Theories: Classical Conditioning (Ivan Pavlov), Operant Conditioning (B. F. Skinner)	4	
	3.4	Theory of Moral Development (Lawrence Kohlberg)	2	
<b>IV</b>	<b>Stages of Human Development: Prenatal Period, Infancy, and Babyhood</b>		<b>10</b>	<b>3,5</b>
	4.1	Prenatal development: Prenatal period, characteristics, stages, Prenatal influences on the child, Prenatal healthcare, Social and emotional aspects of pregnancy, Importance of prenatal care.	3	
	4.2	Birth process, Types of birth, Problems during delivery, Postnatal care.	2	
	4.3	Infancy – stages, characteristics of newborn – major elements of adjustment, hazards.	2	
	4.4	Babyhood - characteristics, developmental tasks and milestones, hazards, psychosocial development, attachment behaviour, role of parents	3	

<b>V</b>	<b>Stages of Human Development: Childhood, Puberty &amp; Adolescence</b>		<b>10</b>	<b>3,5</b>
	5.1	Early childhood –Characteristics, developmental tasks, hazards, language acquisition, early childhood education, Play and its importance, psychosocial development, relationship with family and society, parenting styles, socialization, personality development	3	
	5.2	Late Childhood – characteristics, developmental tasks, importance of play, influence of school, peer relationships, cognitive and moral development	3	
	5.3	Puberty – major physical and emotional changes and their influence on personal and social adjustments, hazards, and their effects on the individual’s physical and psychological well-being.	2	
	5.4	Adolescence – Characteristics, Developmental tasks, Cognitive, emotional, and social development, Sexuality	2	
<b>VI</b>	<b>Stages of Human Development: Adulthood and later stages of life</b>		<b>10</b>	<b>3,4,5</b>
	6.1	Early Adulthood –characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards	2	
	6.2	Middle adulthood – characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards	2	
	6.3	Late adulthood - old age – characteristics, developmental tasks, aging, ageism, personal and social adjustments, vocational and marital adjustments	2	
	6.4	Process of death and dying, bereavement –Stages of Grief by Elizabeth Kubler Ross	2	
	6.5	Importance of developmental psychology in social work practice.	2	

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1. Berk Laura, E. (1998). *Development through the Lifespan*. London: Allyn and Bacon.
2. Carson, R., Butcher, J. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Boston: Allyn & Bacon
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4. Dinkar, Suchitra, S. (2010). *Child Development and Psychology*. New Delhi: Axis Publications
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7. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc
8. Keniston Allen (ed.). (1998). *Perspectives: Life Span Development*. Madison: Coursewise Publishing Inc.
9. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2004). *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
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12. Zastrow, C. K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.

### CORE THEORY COURSE 3

**COURSE CODE: 26P1SWT03**

**SEMESTER: I**

**COURSE TITLE: HISTORY, PHILOSOPHY, AND FIELDS OF SOCIAL WORK**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the history of social work approaches with respect to underlying ideologies and philosophies.	Understand	<b>1</b>
<b>CO2</b>	Appreciate social work as a profession and to recognize the need and importance of Social Work Education, Training and Practice.	Understand	<b>1,5</b>
<b>CO3</b>	Identify the importance of professional values and ethics in social work practice.	Understand	<b>1,2,5</b>
<b>CO4</b>	Understand different fields of social work intervention and the issues and concerns of social work practice in India.	Understand	<b>1,3,5</b>
<b>CO5</b>	Understand the social movements and role of social reformers in social welfare.	Understand	<b>1,3</b>
<b>CO6</b>	Understand the present issues faced by social work profession.	Analyse	<b>3,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Social Work and Related Concepts-Definitions</b>		<b>8</b>	<b>1,2,5</b>
	1.1	Social Work, Social service, Social Reform, Social Welfare, Social Policy, Social Action,	2	
	1.2	Social Legislation, Social Defence and Social Work Education	2	
	1.3	Historical development of social work in England, the USA, and India	2	
	1.4	Social Movements and the Contribution of Indian Social Reformers to Social Welfare	2	
<b>II</b>	<b>Analysis of various approaches to Social Work through different ages</b>		<b>8</b>	<b>1</b>
	2.1	A framework to different approaches: Benefactor-Beneficiary ideology, Religious Charity, state-sponsored charity and welfare, organized or scientific charity, and Professional social work.	4	
	2.2	Systems perspective, Rights-based approach, Ecological perspective, and Strengths perspective in Social Work	4	
<b>III</b>	<b>Sources of Social Work Philosophy</b>		<b>10</b>	<b>1,3</b>
	3.1	Moral & Religious values in Social Work philosophy: Christian, Hindu, Muslim, Buddhist traditions	4	
	3.2	Ideologies: Gandhian ideology-Sarvodaya, Andyodaya, charka	2	
	3.3	Liberalism, Humanism, Socialism, democracy	4	
<b>IV</b>	<b>Social Work profession</b>		<b>10</b>	<b>2,3</b>
	4.1	Identification of Social Work as a Profession	2	
	4.2	Values & Principles of Social Work	2	
	4.3	Methods and functions of Social Work	2	
	4.4	Ethics in Social Work, Code of Ethics	2	
	4.5	Role and skills of a professional social worker	2	

<b>V</b>	<b>Fields of Social Work</b>		<b>10</b>	<b>4</b>
	5.1	Family, School, Industry, Development NGOs, Hospital and Health Setting, Correctional settings, Unorganized sector	3	
	5.2	Community-Rural and Urban, Environmental Issues	2	
	5.3	Social Work with Children, Youth, Women, the Elderly, Persons with Disabilities	5	
<b>VI</b>	<b>Reflections on the Social Work Profession</b>		<b>8</b>	<b>6</b>
	6.1	Indigenization of Social Work Education and Practice, Collaboration and Networking	2	
	6.2	Voluntarism Vs professionalism Professionalization & managerialism	2	
	6.3	Role of Government and voluntary organizations in promoting social welfare and the social work profession in India	2	
	6.4	Professional Associations for social workers: International, National, and Regional.	2	

## References

1. Bhanti, Raj.(1996). *Field Work in Social Work Perspective*. New Delhi: Himanshu Publications.
2. Choudhary, Paul. (1983). *Introduction to Social Work*. New Delhi: Atma Ram & Sons.
3. Dasguta, S.(1967). *Towards a Philosophy of Social Work in India*. New Delhi: Popular Book Services
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9. Konopka, Gisela.(1958). *Social Work Philosophy*. Minneapolis: The University of Minnesota Press.
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## **CORE THEORY COURSE 4**

**COURSE CODE: 26P1SWT04**

**SEMESTER: I**

**COURSE TITLE: SOCIAL WORK PRACTICE WITH INDIVIDUALS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand Social Case Work as a method of Social Work and apply it as an intervention method.	Apply	<b>1,2,5</b>
<b>CO2</b>	Demonstrate knowledge of the values and Principles of Social Case Work and develop the capacity to practice them.	Apply	<b>1,2,5</b>
<b>CO3</b>	Acquire the required skills for practicing social case work	Apply	<b>2,5</b>
<b>CO4</b>	Demonstrate ability to adopt a multi- dimensional approach in assessment	Analyse	<b>2,3,5</b>
<b>CO5</b>	Able to document social case work practice	Apply	<b>2,5</b>
<b>CO6</b>	Apply the social case work method in various settings	Apply	<b>2,3,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Social Case Work</b>		<b>10</b>	<b>1,2</b>
	1.1	Definition and objectives of Social Case Work; Historical developments of Case Work in the West and India; Trends in Social Case Work Practice; Social Case Work Practice in Indian Society.	4	
	1.2	Practice Framework- Values, Principles. Application of the Code of Ethics.	3	
	1.3	Components of Social Case Work: Person, the Place, the Problem, the Problem-Solving Process	3	
<b>II</b>	<b>Overview of the phases of social case work</b>		<b>10</b>	<b>4</b>
	2.1	Study, Diagnosis, Treatment, Follow-up <ul style="list-style-type: none"> <li>• Psycho-Social Study: Purpose, Nature, Contents.</li> <li>• Social Diagnosis: Definition, Contents, Types, and Steps.</li> <li>• Social Treatment: Phases and different types of treatment</li> </ul>	5	
	2.2	Phases of Direct Social Work Practice: <ul style="list-style-type: none"> <li>• Exploration, Engagement, Assessment, and Planning;</li> <li>• Implementation and goal attainment;</li> <li>• Termination and Evaluation</li> </ul>	5	
<b>III</b>	<b>Exploration and Engagement Phase</b>		<b>10</b>	<b>3,4</b>
	3.1	Exploration Phase: establishing rapport, Assessment: Definition, Multidimensionality of assessment, various components of assessment	2	
	3.2	Client-Worker Relationship: Definition, Use, and Characteristics. Transference and Counter-Transference, and their use in diagnosis and treatment.	2	
	3.3	Interviewing- concept, techniques for social case work practice; Maintaining psychological contact with the clients: Verbal and nonverbal skills in social case work	2	
	3.4	Goal Setting: purpose, types, guidelines for selecting and defining goals	2	
	3.5	Formulation of Contract: concept, rationale	2	

<b>IV</b>	<b>Social Case Work Intervention</b>		<b>12</b>	<b>6</b>
	4.1	Social Case Work Models: Problem Solving, psychosocial	2	
	4.2	Task-centred, Solution-focused, System theory	2	
	4.3	Planning and developing an action plan based on the models of social case work	2	
	4.4	Developing and supplementing resources, utilising and enhancing support systems	2	
	4.5	Termination: Types, when to terminate, steps Consolidating gains and planning maintenance strategies, relapse prevention	2	
	4.6	Evaluation: Outcomes, process, satisfaction	2	
<b>V</b>	<b>Recording Social Case Work and Use of Supervision</b>		<b>6</b>	<b>5</b>
	5.1	Recording: use, structure, and content. Methods of recording: Verbatim, narrative, condensed, analytical, and summary records	4	
	5.2	Supervision and development of personal and professional self, Reflective practice in social case work	2	
<b>VI</b>	<b>Scope of Social Case Work</b>		<b>6</b>	<b>6</b>
	6.1	Scope of social case work in different settings - family and child welfare settings, medical & psychiatry settings	2	
	6.2	Correctional settings, industrial settings	2	
	6.3	Community Development settings, school settings	2	

## References

1. Beistek Felix. (1957). *Case Work Relationship*. Chicago: Loyola University Press
2. Grace Mathew. (1992). *Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
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## **CORE THEORY COURSE 5**

**COURSE CODE: 26P1SWT05**

**SEMESTER: I**

**COURSE TITLE: SOCIAL WORK PRACTICE WITH COMMUNITIES**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Display an in-depth knowledge of the community organization process.	Understand	<b>1</b>
<b>CO2</b>	Understand the use and practice of community organization in various fields of social work.	Apply	<b>2,5</b>
<b>CO3</b>	Explain the role of a social worker in social action and social reform for social development.	Understand	<b>1,3</b>
<b>CO4</b>	Able to undertake social audit and social impact assessments.	Apply	<b>2,4,5</b>
<b>CO5</b>	Able to analyse ongoing community organization programmes.	Analyse	<b>3,4</b>
<b>CO6</b>	Identify the emerging trends and experiments in community organization.	Understand	<b>1,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Community: meaning, types, structure, and dynamics</b>		<b>8</b>	<b>1</b>
	1.1	Community: Meaning, Definition, and Types. Characteristics, Structure, and Functions of Community	2	
	1.2	Social Analysis of community: Social System, Economic System, Political System, Cultural System, Legal System, Religious System, Value System, Consciousness, Social Problems, Dominations, Dynamism, Functions of community.	3	
	1.3	Deconstructing the concept of communities: Dalit, Feminist and Racial connotations of communities, community and identity. The process of community integration and disintegration.	3	
<b>II</b>	<b>Leadership and Community Organization</b>		<b>7</b>	<b>6</b>
	2.1	Leadership: Concept - types of community leaders and power structure (Catalyst, connectors, civic leaders, elite, officials) of the community, Significance of leadership in the process of community development.	2	
	2.2	Theories of leadership.	2	
	2.3	Community organisation as a para-political process; Leadership; Concept of power; Sources of power; Understanding community power structure; Powerlessness and empowerment; Cycle of empowerment; Challenges in participation.	3	
<b>III</b>	<b>Community Organization</b>		<b>10</b>	<b>2</b>
	3.1	Community organization: definition, objectives, and a brief historical development in India; Community Organization as a method of social work.	2	
	3.2	Principles of Community Organization	2	
	3.3	Phases of Community Organisation: Study, analysis, assessment, discussion, organisation, action, Evaluation, modification, and continuation.	2	
	3.4	Methods of Community Organisation: Methods (Arthur Dunham's classification of CO methods- method of planning and related activities, group decision making and co-operative action, communication, promotion and social action, financing and fund raising, method of administration)	2	

	3.5	Characteristics of a Good Community Organiser, Skills needed for community organisation, Role of Community Organiser	2	
<b>IV</b>	<b>Approaches, Models, and Strategies of Community Organisation</b>		<b>10</b>	<b>6</b>
	4.1	Approaches: The social work approach, the political activist approach, the neighbourhood maintenance approach/community development approach, the system change approach, and the structural change approach.	3	
	4.2	Models of Community Organisation: Locality Development Model, Social Planning Model, Social Action Model.	2	
	4.3	Strategies and techniques in community organization: formation and capacity building of CBOs, capacity building of community level institutions (PRI, SHG), strategies for capacity building of the marginalized groups, committee formations, Organising conferences, training programmes, consultation, negotiation, leadership and cadre building, and networking.	5	
<b>V</b>	<b>Application of Community Organisation in the various fields of Social Work</b>		<b>4</b>	<b>4,5</b>
	5.1	Social Audit, Social Impact assessment studies, PRA /PLA techniques	2	
	5.2	Ongoing community programmes at the grassroots level	2	
<b>VI</b>	<b>Social Action</b>		<b>15</b>	<b>3,6</b>
	6.1	Concept of social action, objectives, principles, and methods of social action. Means of Social Action: Research and Collection of Data – Survey, Analysis and Assessment, Planning Solution, Meeting Key Persons, Groups and Agencies, Public Meetings, Discussions, Create Public Opinion, Awareness, education, Use of Mass Media and Press Meeting for Propaganda, Use of Legislation and Enforcement of Legislation, Representation to the Authorities, Proposal to the Authorities, Coordinating the work of different groups and agencies, Implementing the Action and Reflection, Modification and Continuation.	3	

	6.2	Strategies of Social Action: Campaign / Promotional Strategy, Collaborative Strategy, Pressure / Advocacy Strategy, Negotiate Strategy, Legal Suasion / Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organisation Strategy, Economic Organisation Strategy, Conflict Management Strategy, Situation Modification Strategy	3	
	6.3	Social Problems and Social Action, Role of Social Worker in Social Action, Social Activists and Social Action Groups in India.	2	
	6.4	Social action for social reform and social development - scope of social action in India.	2	
	6.5	Social Legislation through social action, Role of the social worker in social action. Social Action Groups.	2	
	6.6	Paulo Freire and Saul Alinsky in working with community: Approaches by Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, Medha Patkar, and Other National and Regional Social Activists.	3	

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## **CORE THEORY COURSE 6**

**COURSE CODE: 26P2SWT06**

**SEMESTER: II**

**COURSE TITLE: INTRODUCTION TO ABNORMAL AND SOCIAL PSYCHOLOGY**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the fundamentals of human behaviour	Understand	<b>1</b>
<b>CO2</b>	Demonstrate knowledge of classification and an overview of psychological disorders	Understand	<b>1,5</b>
<b>CO3</b>	Develop insight into the theories of human personality	Understand	<b>1</b>
<b>CO4</b>	Demonstrate knowledge of concepts and theories of social psychology	Understand	<b>1</b>
<b>CO5</b>	Analyse individual behaviour in the social context	Analyse	<b>3,5</b>
<b>CO6</b>	Analyse group behaviour in the social context	Analyse	<b>3,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Abnormal Psychology</b>		<b>6</b>	<b>1,2</b>
	1.1	Historical development of abnormal psychology, Concept of Normality and Abnormality	2	
	1.2	Concept of mental health – Characteristics of a mentally healthy person, positive mental health, promoting mental health	2	
	1.3	Classification of psychological disorders: Functional & Organic, Neurotic & Psychotic; Introduction to ICD & DSM (ICD 10 & 11, DSM 5)	2	
<b>II</b>	<b>Psychological Perspectives of Mental Disorders</b>		<b>12</b>	<b>2</b>
	Etiology and brief Overview of:			
	2.1	Organic disorders, Mental and Behavioural disorders due to psycho active substance use	2	
	2.2	Schizophrenia and delusional disorders	2	
	2.3	Mood disorders, Personality disorders, Suicide	2	
	2.4	Neurotic, stress-related, and somatoform disorders: Phobia, Anxiety, obsessive-compulsive disorders, adjustment disorders, dissociative disorders, and somatoform disorders	2	
	2.5	Eating disorders, sleep disorders, and sexual dysfunction	2	
	2.6	Mental retardation, specific learning disability, pervasive developmental disability, hyperkinetic disorders, conduct disorders	2	
<b>III</b>	<b>Theories of Personality</b>		<b>10</b>	<b>3</b>
	3.1	Definition of Personality, Type & trait Theories, Detailed understanding of Psychoanalytic theory, Psychosocial Theory	3	
	3.2	Learning theories: Operant conditioning, Classical conditioning, Social Learning	3	
	3.3	Cognitive theory: Social Cognitive theory of Jean Piaget. Hierarchy of Needs Theory - Maslow Humanistic /Existential theories - Carl Rogers, Eric Fromm	4	

<b>IV</b>	<b>Introduction and theoretical foundation of Social Psychology</b>		<b>6</b>	<b>4</b>
	4.1	Introduction: Meaning, Definition, Historical background, Nature and Scope of Social Psychology	2	
	4.2	Overview of the Theoretical Foundations of Social Psychology	2	
	4.3	Social Psychology as an Applied Science. Social Psychology and other related disciplines.	2	
<b>V</b>	<b>Individual Behaviour in the Social Context</b>		<b>10</b>	<b>5</b>
	5.1	Social Cognition: Meaning & Definition, determinants of cognition, Schemas, and Heuristics	2	
	5.2	Perception: Two major determinants of perception: Structural and functional factors - organized nature of cognitive field - Functional selectivity of perception - whole - part relationship - perceiving and judging people - Frame of reference - Stereotypes	4	
	5.3	Attitude: Definition and Formation of attitudes - change of attitudes.	2	
	5.4	Prejudice: Definition and characteristics of prejudices - cases of prejudices.	2	
<b>VI</b>	<b>Group Behaviour in the Social Context</b>		<b>10</b>	<b>6</b>
	6.1	Rumour: Definition and meaning of rumour - Circumstances responsible for the spread of rumour - causes for the spread of rumour - process of rumour - Check on the propagation of rumours.	2	
	6.2	Propaganda: Definition and meaning of propaganda – Psychological basis of propaganda - Techniques of propaganda - Media of propaganda - Counteracting misleading propaganda.	3	
	6.3	Crowd: Definition and characteristics of crowd; classification of crowd. Audience: Definition and characteristics of audience; classification of audience. Distinction between crowd and audience	3	
	6.4	Group Morale: Meaning of Group Morale- Determinants of group morale- Characteristics of high and low morale, Group Behaviour	2	

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1. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: APA.
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## CORE THEORY COURSE 7

**COURSE CODE: 26P2SWT07**

**SEMESTER: II**

**COURSE TITLE: COUNSELLING AND PSYCHOTHERAPY**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the process, the skills necessary, and the principles to be abided by in helping individuals	Understand	<b>1,5</b>
<b>CO2</b>	Acquire knowledge of the theoretical and therapeutic approaches in counselling and psychotherapies	Understand	<b>1</b>
<b>CO3</b>	Demonstrate knowledge and skills in the process and techniques of counselling and psychotherapies	Apply	<b>2,5</b>
<b>CO4</b>	Demonstrate skills for the ethical practice of counselling with different clients in various settings	Apply	<b>2,5</b>
<b>CO5</b>	Understand the concepts of psychotherapy and various psychotherapeutic techniques	Understand	<b>1</b>
<b>CO6</b>	Demonstrate knowledge of skills and techniques of various psychotherapeutic interventions	Apply	<b>2,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Fundamentals of Counselling</b>		<b>10</b>	<b>1,4</b>
	1.1	Counselling: definitions, need, scope, and principles Types and fields of counselling: Individual counselling, Group counselling, career counselling, family counselling, pre-marital counselling, marital counselling, geriatric counselling.	4	
	1.2	Concepts, similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy	2	
	1.3	Elements in counselling: counselee, counsellor, counselling setting. Important psychological tests and tools, and their applications in counselling.	2	
	1.4	Code of ethics and ethical standards in Counselling	2	
<b>II</b>	<b>Process in Counselling</b>		<b>6</b>	<b>3</b>
	2.1	Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating	2	
	2.2	Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase	2	
	2.3	Components of the counselling relationship: Facilitative dimension and procedural dimension	2	
<b>III</b>	<b>Qualities, Skills, and Techniques in Counselling</b>		<b>6</b>	<b>3</b>
	3.1	Qualities of an effective counsellor	2	
	3.2	Counselling skills- Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning, reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation, Physical Attending skills: Non-verbal skills: Posture, Facial Expressions, Voice, Eye Contact	2	
	3.3	Counselling techniques: Listening, Responding, Goal setting, Exploration and Action, Behaviour techniques, Psychodrama, Role play	2	

<b>IV</b>	<b>Counselling practice in different settings</b>		<b>12</b>	<b>4</b>
	4.1	Counselling in special situations: Family counselling- premarital, marital counselling; Industrial counselling; De-addiction Counselling- Motivation Interviewing; Sex Counselling; Career Counselling, Crisis Counselling, Genetic Counselling, Gerontological Counselling, Palliative programmes and counselling	4	
	4.2	Specific Techniques in Stress Management, Anger management, Post-traumatic Stress Counselling, Grief Counselling	2	
	4.3	Counselling in the Context of HIV/ AIDS; Counselling and psychotherapy for Elderly: old age and retirement	2	
	4.4	Counselling services for children and adolescents- Mental Health Promotion Programmes, Life skills education, sexuality education, School counselling and mental health programmes, Management of Screen addiction disorders	4	
<b>V</b>	<b>Introduction to Psychotherapies</b>		<b>5</b>	<b>2,5</b>
	5.1	Psychotherapy- Nature and scope, Common goals and ingredients of psychotherapy, Types of psychotherapeutic intervention	2	
	5.2	Structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client-therapist relationship, building the helping relationship; structuring the therapeutic situation.	3	
<b>VI</b>	<b>Psychotherapeutic Interventions</b>		<b>15</b>	<b>6</b>
	Major principles, therapeutic process, Techniques, and Application of			
	6.1	Psychoanalysis, Client-centered therapy, Gestalt therapy	3	
	6.2	Behaviour Therapy, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy	3	
	6.3	Reality Therapy, Mindfulness, and Solution-Focused Treatment	3	
	6.4	Transactional Analysis, Neuro Linguistic Programming	2	

	6.5	Person-centred practices for people with disabilities (PWD)	2	
	6.6	Eclectic approach in Counselling and Psychotherapeutic Interventions	2	

## References

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## **CORE THEORY COURSE 8**

**COURSE CODE: 26P2SWT08**

**SEMESTER: II**

**COURSE TITLE: PROFESSIONAL SKILLS FOR SOCIAL WORKERS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Demonstrate professionalism in their behaviour	Apply	<b>1,5,6</b>
<b>CO2</b>	Demonstrate skills in critical reflection in personal and professional practice contexts	Evaluate	<b>3,5,6</b>
<b>CO3</b>	Display knowledge and competence in life skills	Apply	<b>2,5</b>
<b>CO4</b>	Demonstrate skills in communication	Apply	<b>2,5</b>
<b>CO5</b>	Able to document social work practice in respective domain areas	Apply	<b>2,5</b>
<b>CO6</b>	Display competence in the management of teams and leadership in the practice context	Apply	<b>2,3,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Professionalism and Professional Skills</b>		<b>10</b>	<b>1,4</b>
	1.1	Professional Behaviour: Meaning, Competencies and Capabilities of a Professional; Skills: concepts, standards and frameworks	2	
	1.2	Overview of model Competency Frameworks: EPAS (CSWE)- Meaning, Components and Significance, Professional Capabilities Framework for Social Work in England	2	
	1.3	Professional Grooming and Etiquettes: Personal and professional etiquette and grooming, Use of professional language in communication, Characteristics of an employable professional	3	
	1.4	Presentation skills: Public speaking and oral presentations, Technology-based Communication: Netiquettes: effective e-mail messages, PowerPoint presentation	3	
<b>II</b>	<b>Critical Reflection and Knowing the Self</b>		<b>8</b>	<b>2</b>
	2.1	Critical Reflection: meaning, critical reflection, and reflective practice in social work, Reflection on action, reflection in action, and reflection for action; Critical reflection for professional decision making	3	
	2.2	Identifying one's strengths and weaknesses, Identity, Body image, and values. Tools used: Johari window, Identity circle, Keeping journal, Self-performance appraisal, Self-awareness questionnaires- Questionnaires on Learning styles, Interpersonal needs, Assertiveness, Big five personality	3	
	2.3	Building self-esteem and confidence, Setting values, Goal setting: Meaning of goal and goal setting, finding choices, Short-term and long-term, SMART goals	2	
<b>III</b>	<b>Life Skills</b>		<b>4</b>	<b>3</b>
	3.1	An overview of WHO Core Life Skills: <ul style="list-style-type: none"> <li>• Empathy, Self Awareness,</li> <li>• Critical Thinking, Creative thinking</li> <li>• Decision Making, Problem Solving</li> <li>• Interpersonal Relationships, Effective Communication</li> <li>• Coping with stress, coping with emotions</li> </ul>	2	

	3.2	Application of life skills for personal development and for practice with clients	2	
<b>IV</b>	<b>Communication for Social Work Practice</b>		<b>10</b>	<b>4</b>
	4.1	Development Communication: Purpose, Principles, and Paradigms; Modernization, Dependency, and Participatory	2	
	4.2	Application of Communication strategies in Development projects	2	
	4.3	Mass communication and Mass Media concepts; use with different target groups – therapeutic, education, entertainment, and organization building	2	
	4.4	Mass Media in Social work practice, IEC, BCC-Meaning, Developing IEC and BCC activities-Making Posters, brochures, banners, newsletters, use of puppetry, exhibition, folk art, theatre, rallies, etc.; Online campaign, use of social media	4	
<b>V</b>	<b>Documentation in Social Work</b>		<b>10</b>	<b>5</b>
	5.1	Documentation: Meaning, Purpose, and Types- report, video, audio, newspaper report	2	
	5.2	Report writing-Basics of report writing, Structure of a report, Analytical and creative writing skills for social work practice, Use of IT for documentation	3	
	5.3	An overview of strategies for dissemination of social work activities – writing an abstract, scientific articles, scientific posters, newspaper reports, blogs, essays, etc.	3	
	5.4	Concept of plagiarism and measures to limit plagiarism in scientific writing, APA style	2	
<b>VI</b>	<b>Group Management and Leadership Skills</b>		<b>12</b>	<b>6</b>
	6.1	Group formation: Ice breaking: Why and how? Ice-breaking games, Group formation: group division games, Group dynamics techniques, trust building	2	
	6.2	Decision making and problem solving in the group: The Three C model, Rational model; Individual vs Group decision making: Group decision rules	3	
	6.3	Conflict management and negotiation skills	2	

	6.4	Professional Leadership: Assessment of leadership style, applying leadership style, emotional intelligence and leadership, developing skills for leadership, providing feedback, and delegation	3	
	6.5	Team Work: people skills and teamwork, setting goals, monitoring, facilitating, and managing meetings	2	

## References

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**CORE THEORY COURSE 9**

**COURSE CODE: 26P2SWT09**

**SEMESTER: II**

**COURSE TITLE: SOCIAL WORK PRACTICE WITH GROUPS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand Social Group Work as a method of Social Work and apply it as an intervention method.	Apply	<b>1,2,5</b>
<b>CO2</b>	Demonstrate skills to apply the method for development and therapeutic work.	Apply	<b>2,5</b>
<b>CO3</b>	Understand the scope of Social Group Work in different settings.	Understand	<b>1,5</b>
<b>CO4</b>	Understand group work as an instrument of change/development in individuals in groups.	Understand	<b>1,3,5</b>
<b>CO5</b>	Develop skills to work with different stages and record the process.	Apply	<b>2,5</b>
<b>CO6</b>	Display therapeutic skills for group work practice.	Apply	<b>2,5</b>

## COURSE CONTENT

<b>MODULE</b>	<b>UNIT</b>	<b>CONTENT</b>	<b>HRS.</b>	<b>CO</b>
<b>I</b>	<b>Introduction to Group Work and Groups</b>		<b>12</b>	<b>1,4</b>
	1.1	Definition of Social Group Work- Philosophy, Objectives, Historical development, current trends, its relevance, and scope	4	
	1.2	Values, Principles of group work	2	
	1.3	Group- definition, Characteristics, Types of groups - open and closed groups, Treatment groups (Re-socialization groups, therapeutic groups, T-groups), Task-oriented groups (forums, committees, and work teams), Developmental groups (self-help groups and support groups)	4	
	1.4	Role of groups in the development of the individual	2	
<b>II</b>	<b>Group Process</b>		<b>8</b>	<b>5</b>
	2.1	Stages of Group Development	2	
	2.2	Group Process: Bond, acceptance, isolation, rejection, conflict, and control. Subgroups- meaning and types	3	
	2.3	Tools for assessing group interaction- Socio-gram and sociometry, functional and non-functional roles of individuals in a group	3	
<b>III</b>	<b>Group Dynamics</b>		<b>8</b>	<b>6</b>
	3.1	Definition, Group formation, Group norm, Group cohesiveness, Group culture, Group control, Group morale, Communication, Interaction pattern, Decision making, Goal setting, Conflict resolution	4	
	3.2	Group Leadership: Concept, Theories, Types	2	
	3.3	Roles and qualities of Leadership, Participatory leadership training	2	
<b>IV</b>	<b>Group Work Process and Recording in Social Group Work</b>		<b>8</b>	<b>5</b>
	4.1	Group Work process- intake, study, objectives and goal setting, interventions, evaluation, and follow-up	2	
	4.2	Programme as a tool: principles of programme planning, programme media, programme development process	2	
	4.3	Group Worker: Role and functions, skills, qualities, group work format	2	

	4.4	Recording: Definition, Importance, Content, Principles, and Types.	2	
<b>V</b>	<b>Group Work Models and Therapeutic Group Work</b>		<b>10</b>	<b>2,6</b>
	5.1	Group Work Models: Social, Remedial, and Reciprocal Models.	2	
	5.2	Treatment Groups: Educational, Growth, Remedial, and Socialization	2	
	5.3	Group Work and Group Therapy	2	
	5.4	Concept – Principles of Group Therapy	2	
	5.5	Process in Group Therapy	2	
<b>VI</b>	<b>Group Work Practice in different settings, Research and Evaluation:</b>		<b>8</b>	<b>3</b>
	6.1	Group Work Practice: problems to be intervened, group formation, principles applied, role of social work in: a) Child care settings, b) Family settings, c) Correctional settings, d) Community development settings, e) Educational settings f) Health care setting	4	
	6.2	Research in group work	2	
	6.3	Evaluation-Definition, types -Process evaluation, outcome evaluation to be applied in group work	2	

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**CORE THEORY COURSE 10**

**COURSE CODE: 26P2SWT10**

**SEMESTER: II**

**COURSE TITLE: SOCIAL WORK RESEARCH AND STATISTICS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Develop an understanding of the scientific approach to human inquiry	Understand	<b>1</b>
<b>CO2</b>	Understand social research as a method of social work and develop appropriate skills to implement research methods and techniques in the field	Apply	<b>1,2,4</b>
<b>CO3</b>	Demonstrate skills in literature search	Apply	<b>4</b>
<b>CO4</b>	Able to design research proposals	Create	<b>4</b>
<b>CO5</b>	Understand the relevance and carry out appropriate statistical analysis in social work research	Apply	<b>2,4</b>
<b>CO6</b>	Independently evaluate different methodological approaches within qualitative research	Evaluate	<b>3,4</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Social Work Research</b>		<b>10</b>	<b>1,2</b>
	1.1	Definition and objectives of social research and social work research. Scope and Nature of Scientific Enquiry	2	
	1.2	Basic elements of scientific method: concepts, conceptual and operational definitions, assumptions, hypotheses, theory, and law.	2	
	1.3	Variables and levels of measurement, Qualitative and quantitative methods. Types of quantitative research.	2	
	1.4	Design of research: Importance and types, explorative, descriptive, explanatory (diagnostic), and experimental methods (Pre, True and Quasi designs), Evaluative research- types, steps, Participatory research, action research, mixed research methods. Ethical considerations in research	4	
<b>II</b>	<b>Research Process</b>		<b>12</b>	<b>2,3,4</b>
	2.1	Research proposal: meaning and major steps of a research proposal.	2	
	2.2	Identification and formulation of the research problem. Need and importance of the theoretical framework in research; Review of Literature. Formulation of objectives and hypotheses.	2	
	2.3	Population and sampling. Sampling definition, sampling theory, purpose, and types: probability and non-probability sampling. Sources and types of data: primary and secondary, quantitative and qualitative data.	4	
	2.4	Methods & Tools of data collection – observation, questionnaire, interview schedule, interview guide, Steps and guidelines in the construction of research instruments, Reliability, Internal and external validity	4	
<b>III</b>	<b>Quantitative Analysis</b>		<b>10</b>	<b>5</b>
	3.1	Nature and purpose of statistics: use of statistical methods and limitations of statistics.	3	
	3.2	Tabulation of data – purpose and basis of classification, Frequency distribution-construction of frequency tables, graphic presentation of data- Bar chart, pie chart, histogram, frequency curve, and ogive	3	

	3.3	Selection of appropriate statistical methods –based on levels of measurement, number of variables, nature of research	4	
<b>IV</b>	<b>Statistical Procedures</b>		<b>10</b>	<b>5</b>
	4.1	Interpretation and presentation of the statistical findings	2	
	4.2	Descriptive statistics- Measures of central tendency: Mean, median, mode. Measures of variability - range, Standard Deviation, uses-co-efficient of variation	2	
	4.3	Inferential statistics - Correlation: Pearson’s Coefficient of correlation, Spearman’s Rank correlation.	2	
	4.4	Significance tests: Parametric and Nonparametric tests Pearson’s chi-square, ‘t’ test, analysis of variance-one-way - Relevance, application, and interpretation.	2	
	4.5	Use of software packages in data analysis – SPSS. Process and various statistical procedures using SPSS.	2	
<b>V</b>	<b>Qualitative Research Methods for Social Work</b>		<b>6</b>	<b>4,6</b>
	5.1	Advantages and disadvantages of Qualitative research Methods. Possible biases and measures to ensure objectivity, Mixed methods	2	
	5.2	Preparation of Qualitative research proposal- Important components, Precautions to ensure reliability and validity.	2	
	5.3	Tools of data collection in the qualitative research method- Systematic observation, Focus group discussion, in-depth interview, Case studies, Projective techniques.	2	
	5.4	Critical review of research report	2	
<b>VI</b>	<b>Qualitative Data Analysis and Research Report</b>		<b>6</b>	<b>6</b>
	6.1	Qualitative data analysis and interpretation of the findings, triangulation.	3	
	6.2	Major components of a research report and formats for presenting the report. APA Style in research reporting, bibliography, and referencing.	3	

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## **CORE THEORY COURSE 11**

**COURSE CODE: 26P3SWT11**

**SEMESTER: III**

**COURSE TITLE: PLANNING AND IMPLEMENTATION OF DEVELOPMENT PROJECTS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand in detail the nature, approaches, and strategies of development projects	Understand	<b>1,5</b>
<b>CO2</b>	Analyse a systematic approach to programme planning	Analyse	<b>2,3,5</b>
<b>CO3</b>	Develop an understanding of the changing trends in participatory programme planning approaches in government and NGOs	Understand	<b>1,3,5</b>
<b>CO4</b>	Demonstrate skills to handle various phases of development projects	Apply	<b>2,5</b>
<b>CO5</b>	Understand the concepts of financial management of a project	Understand	<b>1,5</b>
<b>CO6</b>	Able to write project proposals	Apply	<b>2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Development projects</b>		<b>10</b>	<b>1,3</b>
	1.1	Concepts of project and project planning, need assessment, programmes, project planning cycle, strategy formulation	3	
	1.2	Application of PRA in project formulation, project activities, Characteristic features of a project, Scientific approach to project planning	4	
	1.3	Principles in development projects: sustainability, development direction, viability, and concern for the marginalized.	3	
<b>II</b>	<b>Project identification</b>		<b>8</b>	<b>2,6</b>
	2.1	Stages of project identification, Essentials of a development project.	2	
	2.2	Problem analysis, project designs, Goals and objectives, formulation of objectives, objective analysis, feasibility and viability, cost-benefit analysis.	3	
	2.3	Budgeting, activity plan, schedule, preparing different models of development projects, and preparing project proposals.	3	
<b>III</b>	<b>Project Appraisal and Implementation</b>		<b>10</b>	<b>3,4</b>
	3.1	Appraisal technique, Stakeholder analysis, beneficiary analysis, and beneficiary identification.	3	
	3.2	Implementation plan, Role of Intermediary Organisation in the administration of the project.	2	
	3.3	Preparing procedures and rules for the efficient functioning of the organization.	2	
	3.4	administering the project, managing personnel, and conducting performance appraisals. Logical Framework Analysis and Result-Based Management.	3	
<b>IV</b>	<b>Financial Management of the Project</b>		<b>6</b>	<b>5</b>
	4.1	Preparation of the cost plan and financial plan. Need for cost-benefit analysis, Accounting, and Record keeping in a Project.	2	

	4.2	Preparation of accounts for auditing-records needed, Rules regarding foreign contributions-FCRA	2	
	4.3	Fundraising methods for local financial participation in the project.	2	
<b>V</b>	<b>Monitoring and Evaluation of the Project</b>		<b>10</b>	<b>2,4,5</b>
	5.1	Monitoring & Evaluation – Concept, purpose, Monitoring cycle, process monitoring, output monitoring, project review.	2	
	5.2	Variance analysis, performance analysis, different types of M&E. Internal evaluation, External evaluation, Evaluation focus, steps in evaluation.	2	
	5.3	Management Information System in Projects. Project Scheduling –Gantt Charts, Programme Evaluation and Review Technique (PERT), and Critical Path Method(CPM)	2	
	5.4	Logical Framework as a tool in Monitoring and Evaluation, Assessment at various stages of the project: Pre-programme Assessment, Feasibility Assessment, Mid-term and Impact Evaluation	2	
	5.5	Criteria for evaluation: achievement of physical targets, utilization of benefits, people's participation, educative value, technical aspects, deviation from the original plan, procedural accuracy, accounting procedures, costs, supervision efficiency, and public relations.	2	
<b>VI</b>	<b>Project writing and project management skills</b>		<b>10</b>	<b>6</b>
	6.1	Components of Project Proposal: Project title, Executive Summary.	2	
	6.2	Introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget	3	
	6.3	Monitoring & evaluation plan, outcome/output/impact, sustainability of the project, and conclusion.	2	
	6.4	Report writing, documenting, Administration of project-related staff, teamwork in the project, management and communication, and relation with stakeholders, Public relations.	3	

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**CORE THEORY COURSE 12**

**COURSE CODE: 26P3SWT12**

**SEMESTER: III**

**COURSE TITLE: ADMINISTRATION OF HUMAN SERVICE ORGANIZATIONS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Develop understanding of the evolution of administration as a science and as a method in Social Work Practice	Understand	<b>1,5</b>
<b>CO2</b>	Develop understanding and appreciate the utility of administrative structures, processes, and procedures in an organization	Evaluate	<b>1,5,6</b>
<b>CO3</b>	Acquire knowledge and skills in the use of different management techniques in Human Service Organisations (HSO)	Apply	<b>2,5,6</b>
<b>CO4</b>	Develop an understanding of the elements of management	Understand	<b>1,5</b>
<b>CO5</b>	Understand concepts in organizational management	Understand	<b>1,3,5</b>
<b>CO6</b>	Acquire knowledge of the concept of social marketing and its scope in social work practice	Understand	<b>1,2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Administration</b>		<b>10</b>	<b>1,2</b>
	1.1	Evolution of administration as a science. Concepts - Administration, Organization, Management, Business Administration, Public Administration.	3	
	1.2	Social Welfare Administration: Meaning, definition, and scope. Social welfare administration as a method of social work.	3	
	1.3	Different social welfare programmes at the Central and State levels: Profile and functions of Central and State Ministries relevant to social welfare: MoWCD, MoSJE, MoUA, MoRD & PRI	4	
<b>II</b>	<b>Introduction to Voluntary Organization</b>		<b>8</b>	<b>2,3</b>
	2.1	Voluntary Organization: Organizational Structure, Functions, and Principles. Role and type of voluntary organizations.	2	
	2.2	Organizational structure, Organization - Types of organizations, characteristics of HSO, Procedures in registering an organization-Societies Registration Act, Trust Act and Companies Act (2013- Section VIII)	3	
	2.3	Administrative skills: writing letters, reports, and minutes, Fundraising, conducting meetings, Public Relations, and Networking	3	
<b>III</b>	<b>Elements of Administration and Approaches to Organizational Management</b>		<b>8</b>	<b>4,5</b>
	3.1	Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting)	2	
	3.2	Organizational Management: Concept, functional areas – Production, Finance, Marketing, and Human Resources	2	
	3.3	Approaches to Organizational Management - Bureaucratic, Democratic, Human Relations Model	2	

	3.4	System Theory, Theory X, Theory Y, and Theory Z.	2	
<b>IV</b>	<b>Organisational Behaviour</b>		<b>8</b>	<b>5</b>
	4.1	Concept of Organizational Behaviour, Organizational Culture, Organization development-process, approaches, and strategies	2	
	4.2	Evaluation of motivational theories and basic understanding of their application in the work context	2	
	4.3	Leadership: meaning, definition, and importance of leadership, Theories of Leadership: Trait theory, Behavioural theories, contingency theories	2	
	4.4	Communication in the Organization	2	
<b>V</b>	<b>Social Development Administration</b>		<b>12</b>	<b>3</b>
	5.1	Voluntary Action for Social Development, Concept and meaning of voluntary action. Voluntary Sector in India: NPOs, CSOs, CBOs.	3	
	5.2	Social Entrepreneurship: Definition, types of Social Entrepreneurship, History of Social Entrepreneurship, Functions of Social Entrepreneurship, Difference between Social and Business Entrepreneurship.	3	
	5.3	Corporate Social Responsibility (CSR): Definition, Meaning, and objectives of CSR, Provisions for CSR in Companies Act, models of projects.	3	
	5.4	Staff training and Development-Objectives and Needs - Training Process-Methods of Training-Tools and Aids - Evaluation of training Programs. Organizational Development programmes.	3	
<b>VI</b>	<b>Marketing of Social Services</b>		<b>8</b>	<b>6</b>
	6.1	Social Marketing and marketing mix, Cause Related Marketing (CRM).	2	
	6.2	Relevance of social services in a developing economy; applications of marketing in social services such as health and family welfare.	2	
	6.3	lifelong learning programmes, environmental protection, social forestry, and organizing for marketing social services.	2	

	6.4	beneficiary research and measurement of their perceptions and attitudes; socio-economic-cultural influences on the beneficiary system.	2	
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## **CORE THEORY COURSE 13**

**COURSE CODE: 26P4SWT16**

**SEMESTER: IV**

**COURSE TITLE: SOCIAL LEGISLATION AND HUMAN RIGHTS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the Indian Legal System and its functioning	Understand	<b>1,5</b>
<b>CO2</b>	Understand and appreciate the Indian Constitution with particular emphasis on Fundamental Rights and Directive Principles	Evaluate	<b>1,5,6</b>
<b>CO3</b>	Understand the nature of social legislation and the various legislations	Understand	<b>1,5</b>
<b>CO4</b>	Explain salient features of legislation for families, women, children, and other marginalized groups	Understand	<b>1,3,5</b>
<b>CO5</b>	Explain the concept of social policy and demonstrate skills in social policy analysis	Analyse	<b>2,3,5</b>
<b>CO6</b>	Demonstrate skills in using legal procedures to defend the human rights of marginalized groups	Apply	<b>2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Legislation in India</b>		<b>10</b>	<b>1,2,3</b>
	1.1	Legislation –concept and definitions; meaning and scope; kinds of law, Indian legal system, legislation as a judicial branch of Government, sources of law, law-making body, process of legislation, and Judicial review.	3	
	1.2	Social Legislation- concept, objectives, Social Legislation and Social policy, Social Change, Social control and social justice.	3	
	1.3	Indian Constitution and Social Legislation- fundamental rights and duties, writs, DPSP.	2	
	1.4	Social legislation and Social Work, Role of the social worker in legal assistance	2	
<b>II</b>	<b>Legislation related to women, children, families, and marginalized groups</b>		<b>10</b>	<b>4</b>
	2.1	Marriage, Divorce, widow remarriage, introduction to succession and laws of inheritance, women’s property rights, and maintenance. Women’s Commission, Jagratha Samithy, DV Act, Family court-structure and functioning	2	
	2.2	Laws relating to Child welfare and protection: JJ Act, POCSO Act, laws relating to child marriage, child labour, trafficking, etc., Guardianship, Commission for Child Rights. Childline; Government and Non-Governmental organizations handle legislation related to children (Children’s home, Childline, etc.).	3	
	2.3	Protection of civil rights, prohibition of atrocities, Immoral traffic prevention, sexual offences, indecent representation of women, trafficking of women, Persons with Disabilities, protection of Elderly, and constitutional provisions for SC/ST.	3	
	2.4	Laws relating to Health: Mental Health Act, MTP, Medical Negligence, and food adulteration.	2	

<b>III</b>	<b>Tools and systems for social defence</b>		<b>6</b>	<b>1,6</b>
	3.1	Social Defence-definitions and objectives, IPC, CrPC, Role of court, Judiciary.	2	
	3.2	Police and prisons, Rights related to arrest, detention, and imprisonment.	2	
	3.3	Probation and parole; need for rehabilitation of ex-convicts.	2	
<b>IV</b>	<b>Social Policy</b>		<b>8</b>	<b>5</b>
	4.1	Social Policy-concept: need and importance.	2	
	4.2	The cycle of policy process: 1. identification of underlying problems 2. determine an alternative for policy choices, 3. forecasting and evaluating alternatives 4. making a choice 5. policy implementation 6. policy monitoring, 7. policy outcome, 8. policy evaluation, 9. problem restricting.	4	
	4.3	Familiarise policies of local, national and global levels in the field of education, health, child welfare and environmental sustainability	2	
<b>V</b>	<b>Social Security</b>		<b>12</b>	<b>3,4,5,6</b>
	5.1	Meaning of Social Security, need, importance and types- Social Insurance and Social Assistance.	3	
	5.2	ESI Act, Workmen's compensation Act, Maternity Benefit Act, Minimum Wages Act – MGNREGA	3	
	5.3	Laws relating to consumer protection, environment protection, and land reforms.	3	
	5.4	Corruption: RTI as a tool.	3	
<b>VI</b>	<b>Legal service authorities and human rights</b>		<b>8</b>	<b>6</b>
	6.1	Legal aid, Legal Service Authorities	2	
	6.2	Lok Adalat, Public Interest Litigation- meaning, conditions, process	2	

	6.3	Human Rights, UNDHR, National and State Human Right Commission	2	
	6.4	Application of Social Legislation in Social Work, Role of Social Worker in relation to Social Legislation and Human Rights issues.	2	

## REFERENCES

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## **CORE THEORY COURSE 14**

**COURSE CODE: 26P4SWT17**

**SEMESTER: IV**

**COURSE TITLE: GERONTOLOGICAL SOCIAL WORK**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the concept of gerontology and approaches to ageing	Understand	<b>1,5</b>
<b>CO2</b>	Analyse the process and issues of ageing	Analyse	<b>1,3,5</b>
<b>CO3</b>	Analyse policies and programmes for the elderly in India	Analyse	<b>2,3,5</b>
<b>CO4</b>	Demonstrate skills in working with the elderly	Apply	<b>2,5</b>
<b>CO5</b>	Demonstrate knowledge and skills for interventions in gerontological social work	Apply	<b>2,5,6</b>
<b>CO6</b>	Explain and analyse institutional and non-institutional services for the elderly	Analyse	<b>1,2,3,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Gerontology and Theories and Approaches to Ageing</b>		<b>12</b>	<b>1</b>
	1.1	Definitions- Key concepts- Gerontology, older people, ageism, geriatric care, and Gerontological social work. Healthy ageing- concept, components, and core principles.	4	
	1.2	Myths, assumptions, and attitudes about ageing, a global perspective and an Indian perspective. Vulnerability in the Older Adult: Marginalization due to class and caste, gender, migration, occupation, and disability.	4	
	1.3	Theories of Ageing: modernization theory, disengagement theory, and activity theory. Approaches: Psycho-dynamic, ecological, and lifespan.	3	
	1.4	Population Dynamics and Relevance of social work in the field of Gerontology.	1	
<b>II</b>	<b>Process of Ageing and Emerging Issues</b>		<b>10</b>	<b>2</b>
	2.1	Process of Ageing: Causes and Consequences	1	
	2.2	Nature of Degeneration: Diabetes; Cardiovascular Disease	2	
	2.3	Disability-related issues: Ophthalmologic, Hearing Impairment, Dental problems, difficulties in Speech, and Orthopaedic problems like Arthritis and Osteoporosis.	3	
	2.4	Terminal Illnesses; Psycho-neurological issues like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease.	2	
	2.5	Importance of promoting healthy methods of handling changes in physical and mental abilities in the natural process of Ageing.	2	
<b>III</b>	<b>Policies and Programmes</b>		<b>10</b>	<b>3</b>
	3.1	International policies and provisions: UN Principles for Older Persons (1991), Proclamation on Ageing and the Global Targets for Ageing (2001) and the Universal Declaration of Human Rights (UDHR, 1948), WHO active aging policy framework.	3	

	3.2	Constitutional provisions and policies in India: National Policy on Older Persons (1999). Older Persons (Maintenance, Care & Protection) Bill, 2005; The Maintenance and Welfare of Parents and Senior Citizens Bill, 2007	4	
	3.3	Programmes for the Older Adults over the Five-Year Plans: Welfare Schemes; Shelter and Housing; Health and Disability; Health Insurance. Pension and Retirement; Issues in access to these programmes and denial of Rights.	3	
<b>IV</b>	<b>Working with the Older People</b>		<b>10</b>	<b>4</b>
	4.1	Defining role and functions. Social work practice with the elderly - care and rehabilitation of the elderly in developed countries. Formal and informal care.	2	
	4.2	Work on psychological aspects (work-related, self-esteem, and mental health), social and cultural aspects (social roles and support, family relationships, leisure, handling technology), and assessing mental and physical capacity.	4	
	4.3	Work on economic security (dependency, housing, retirement, and reduction in income, unorganised sector)	2	
	4.4	Work on legal and advocacy issues (legal problems, wills).	2	
<b>V</b>	<b>Interventions in Gerontological Social Work</b>		<b>8</b>	<b>5</b>
	5.1	Gerontological Social Work Process: Psychosocial Assessment; Interventions – older adults and their families; Advocacy and Empowerment-oriented social work programmes.	3	
	5.2	Interdisciplinary team practices in elderly care. Role and skills of a social worker in dealing with the elderly and their families	2	
	5.3	Modes of Practice Intervention with older adults: Cognitive – Behavioural interventions; Psychodynamic Psychotherapy; Reminiscence and Life Review; Strength – Based and Solution - Focused Approaches.	3	

<b>VI</b>	<b>Institutional and non- institutional services for older people</b>		<b>4</b>	<b>6</b>
	6.1	Residential care services by government and non-government organizations	2	
	6.2	Non- residential care for the older people, Community-based care for the older people	2	

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#### 4. SYLLABI OF ELECTIVE COURSES

Sl. No.	COURSE CODE	COURSE TITLE	HOURS/ WEEK	CREDIT
<b>A. COMMUNITY DEVELOPMENT (CD)</b>				
1	26P3SWT13A	Rural & Urban Community Development	3	3
2	26P3SWT14A	Environment and Disaster Management	3	3
3	26P3SWT15A	Community Health for Development Practice	3	3
4	26P4SWT18A	Human Resource Management for Development Practice	3	3
5	26P4SWT19A	Economic Development: Theory and Practice	3	3
<b>B. FAMILY AND CHILD WELFARE (FCW)</b>				
6	26P3SWT13B	Social Work Practice with Families	3	3
7	26P3SWT14B	Policies and Programmes for Children and Youth	3	3
8	26P3SWT15B	Population Dynamics and Reproductive and Child Health	3	3
9	26P4SWT18B	Therapeutic Interventions in the field of Family and Child Welfare	3	3
10	26P4SWT19B	Social Work in Education	3	3
<b>C. MEDICAL AND PSYCHIATRIC SOCIAL WORK (MPSW)</b>				
11	26P3SWT13C	Clinical Assessment and Diagnosis of Psychiatric Disorders	3	3
12	26P3SWT14C	Social Work in the Field of Health	3	3
13	26P3SWT15C	Health Care Administration and Community Health	3	3
14	26P4SWT18C	Social Work Interventions in the field of mental health	3	3
15	26P4SWT19C	School Mental Health and Social Work Practice	3	3

## **ELECTIVE COURSE 01**

**COURSE CODE: 26P3SWT13A**

**SEMESTER: III**

**COURSE TITLE: RURAL & URBAN COMMUNITY DEVELOPMENT**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the concepts of rural and urban community development and the strategies and approaches for Rural & Urban Development	Understand	<b>1,5</b>
<b>CO2</b>	Understand the problems and issues of people in rural/urban/tribal/coastal settings in India and the various governmental programmes and interventions	Analyse	<b>1,2,3,5</b>
<b>CO3</b>	Study the functioning of rural and urban local self-government (LSG) and cooperative institutions and their contribution towards development	Analyse	<b>2,3,5,6</b>
<b>CO4</b>	Study the role of Civil Society and NGOs in Rural and Urban Development	Understand	<b>1,2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Rural and Urban Community Development</b>		<b>8</b>	<b>1</b>
	1.1	Definitions, concepts and objectives of rural community development.	2	
	1.2	History and `evolutions of rural community development models in India. Concepts of urban, urbanism, urban community development, urbanization.	4	
	1.3	Principles and Theories of urban development: sector theory, concentric zones and multiple nuclei theory.	2	
<b>II</b>	<b>Rural and Urban Problems</b>		<b>10</b>	<b>2</b>
	2.1	Rural Poverty and unemployment. Water and Sanitation, Problems of Agriculture farmers and workers and food security issues in Rural India.	4	
	2.2	Urban social problems: overcrowding, urban disorganization and maladjustments, urban migration. Poverty and unemployment in urban areas. Crime and juvenile delinquency. Urban housing and slums, waste management.	4	
	2.3	Tribal community's social and development problems and interventions, Coastal community.	2	
<b>III</b>	<b>Strategies, Approaches and Policies in Rural and Urban Community Development</b>		<b>12</b>	<b>1</b>
	3.1	Concept of sustainability and sustainable development.	2	
	3.2	Various Approaches to rural and urban development in India. A critical review of India's strategies for rural and urban development.	4	
	3.3	National and state polices for rural and urban development. Five year plans and urban development welfare programmes for urban poor	3	
	3.4	Urban development authorities at national and state levels. Models of urban development in India. Public private partnership (PPP) for urban development (eg. Ahamedabad urban development Project).	3	

<b>IV</b>	<b>Programmes for Rural and Urban Development</b>		<b>8</b>	<b>2</b>
	4.1	Ongoing programmes of Ministry of Rural Development and Panchyathi Raj of GOI and GOK.	2	
	4.2	Analysis of Mahatma Gandhi National Rural Employment Grantee Scheme (MGNREGS).	2	
	4.3	Programmes of Ministry of Urban Development at national and state levels. Urban housing schemes in Kerala.	2	
	4.4	Programmes of urban cooperative banks in Kerala	2	
<b>V</b>	<b>Local self-government and Cooperatives in Rural and Urban Development</b>		<b>8</b>	<b>3</b>
	5.1	An Analysis of 73 <sup>rd</sup> and 74 <sup>th</sup> constitution amendment act.	2	
	5.2	Concept of decentralized governance in India. Administrative set up for Panchyathi Raj Institution (PRI). Structure and functions of rural and urban local self-government institutions in Kerala.	2	
	5.3	Programmes of rural and urban local bodies in Kerala. Role of local self-government (LSG) in local development.	2	
	5.4	An Analysis of Cooperative Movement and its contribution towards Rural development in India.	2	
<b>VI</b>	<b>Civil Society and NGOs in Rural Development</b>		<b>8</b>	<b>4</b>
	6.1	Theory of Voluntarism and voluntary action for empowerment of rural communities. NGOs intervention in Rural development. Local initiatives and leadership in empowering rural communities.	2	
	6.2	Case studies of Corporate Social Responsibility (CSR) and Rural Community Development.	2	
	6.3	NGOs intervention in urban problems and urban community development. Role of civil society organizations (Resident associations and citizen clubs) in urban community development.	2	
	6.4	Intervention of Corporate in urban problems: Case studies of Corporate Social Responsibilities (CSR) for urban community development.	2	

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11. Jayapalayan.N. (2002). *Urban Sociology*. New Delhi: Atlantic.
12. Nath, V. &Aggrawal S.K. (2007). *Urbanization, urban development and metropolitan cities in India*. New Delhi: Concept.
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**ELECTIVE COURSE 02**

**COURSE OUTCOMES (CO)**

**COURSE CODE: 26P3SWT14A**

**SEMESTER: III**

**COURSE TITLE: ENVIRONMENT AND DISASTER MANAGEMENT**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Develop perspective about the interrelatedness of human life and environment	Understand	<b>1,5</b>
<b>CO2</b>	Develop an understanding of problems arising out of environmental degradation and globalization	Analyse	<b>1,2,3,5</b>
<b>CO3</b>	Study the role of social work practice in tackling environmental issues and disaster management	Apply	<b>2,3,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Concepts: Environment &amp; Ecology</b>		<b>8</b>	<b>1</b>
	1.1	People and Environment Interaction: Environment, Components of environment, Factors affecting Environment, Types of environments.	4	
	1.2	Hazards-Geographical, Climatic and Atmospheric, The Interrelatedness of living organisms and natural resources	2	
	1.3	Political Ecology - a frame work for understanding sources and political ramifications of environmental change	2	
<b>II</b>	<b>Global Environmental Crisis and its linkages to the development process</b>		<b>8</b>	<b>2</b>
	2.1	Climate change and Global warming- Causes, Problems and interventions	2	
	2.2	Environmental politics and resource development regimes	2	
	2.3	Sustainable development - Management & Conservation change	2	
	2.4	Energy Conservation and Management- Conventional and non-conventional sources of energy	2	
<b>III</b>	<b>State of India's Environment</b>		<b>8</b>	<b>2</b>
	3.1	Waste Management; Pollution - Air, Water, Soil, Noise, Light, Radioactive.	2	
	3.2	Impact of Pollutants on Human Life, Prevention and control of pollutions	2	
	3.3	Laws related to environment. National Environment policies, National green tribunal, Environment Issues in India	4	
<b>IV</b>	<b>Social Work and Environment</b>		<b>8</b>	<b>1</b>
	4.1	Green protocol, Green Social Work Initiatives	2	
	4.2	Environment Education	2	

	4.3	Environment Ethics	2	
	4.4	Promotion Environment Movements, Environment Management –EIA	2	
<b>V</b>	<b>Disaster</b>		<b>10</b>	<b>3</b>
	5.1	Definition, Natural and Human made disasters, Stages of Disaster. Multiple causes & effects; Vulnerability, Hazards.	4	
	5.2	Major Natural disaster- Cyclone, Earth quake. Land slide, Flood, Forest fire, Tsunami	4	
	5.3	Development & Disaster; Preventive Measures	2	
<b>VI</b>	<b>Disaster Management and Social Work Responses</b>		<b>12</b>	<b>3</b>
	6.1	Stages –Preparedness, rescue, relief, reconstruction & rehabilitation. Disaster Risk assessment, Risk Reduction in communities, Resilience	2	
	6.2	Natural hazards disaster management and Mitigation. Disaster management Cycle- Before disaster, During a disaster, After disaster	4	
	6.3	Psycho social intervention.	2	
	6.4	Role of government and voluntary organizations. National and state disaster management authority, Disaster Management Policy	2	
	6.5	Social Work responses in disaster management	2	

## REFERENCES

1. Aggarwal, Nomita,(2003) *Social Auditing of Environmental Laws in India*,
2. Bharucha, Erach, (2005) *Text book of Environmental Studies for Undergraduate Courses*
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9. Goel,P.K, (1996), *Environmental Guidelines and Standards in India*
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**ELECTIVE COURSE 03**

**COURSE CODE: 26P3SWT15A**

**SEMESTER: III**

**COURSE TITLE: COMMUNITY HEALTH FOR DEVELOPMENT PRACTICE**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the concept of health and the integrated approach to health in the context of development	Understand	<b>1,3,5</b>
<b>CO2</b>	Critically analyse plans and policies/services in health and implications for social work practice	Analyse	<b>2,3,5</b>
<b>CO3</b>	Demonstrate knowledge of concepts of community health, community participation, vital indicators, and demographic data of health	Apply	<b>1,2,5</b>
<b>CO4</b>	Develop skills for intervention in the community health sector	Create	<b>2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Community Health &amp; Epidemiology</b>		<b>12</b>	<b>1,3</b>
	1.1	Community Health: Definition and Scope. Concept of Public health- Definition, Objectives, and Areas of Public health	2	
	1.2	Concept and various dimensions of: International /Global Health, Environmental Health, Nutritional Health, Occupational Health, Maternal and Child Health, Community Mental Health.	3	
	1.3	Meaning and scope of epidemiology: Models and factors associated with health and diseases, Preventive and promotive health	3	
	1.4	Special aspects of community health: Alcoholism and Drug Dependence –Agent factors, prevention, treatment, and Rehabilitation-Physical and Psychological aspects of Community Health	4	
<b>II</b>	<b>Health care system and health problems in India</b>		<b>6</b>	<b>1,2,3</b>
	2.1	Definition of health, aspects, and indicators of health. Health care systems: Organization of the various health care systems- Private Health system, Indigenous system, Voluntary health system, Problems of the health care system	2	
	2.2	Important health problems in India- Current Major healthcare issues.	2	
	2.3	Health Economics - Basics of health economics, Demand/Supply of Medical Care	2	
<b>III</b>	<b>Health Policies and Programmes</b>		<b>12</b>	<b>2,3</b>
	3.1	Policies -National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in implementation of Health insurance	4	
	3.2	National Health programmes: Family welfare; Maternal & Child Health, ICDS; School Health Programmes, National Health Mission (NHM), UIP NEMP; NLEP; NTP; Diarrhoeal disease control Programme: IDD, AIDS Control programme, National Programme for control of blindness, welfare measures for the physically challenged.	4	

	3.3	International Health organizations (WHO, UNICEF, Red Cross)	2	
	3.4	State health programmes for the weaker sections, the physically challenged, and the developmentally challenged	2	
<b>IV</b>	<b>Health Planning and Management</b>		<b>8</b>	<b>2,4</b>
	4.1	Concept of Health Planning & Planning Cycle	2	
	4.2	Health Planning in India and Five-Year Plans	2	
	4.3	Healthcare planning process: Information Gathering, Analysis of Health Situation, Establishment of Objectives and Goals, Assessment of Resources, Fixing Priorities, Write-up of Formulated Plan, Programming and Implementation, Monitoring, Evaluation	2	
	4.4	Management techniques and methods	2	
<b>V</b>	<b>Health Care Administration</b>		<b>8</b>	<b>2,3,4</b>
	5.1	Concept of Health Care and levels of Health care	2	
	5.2	Health care administration. Principles of healthcare administration, HealthCare System in India-Central, State, and District level, National Rural Health Mission	4	
	5.3	Primary Health care in India: sub-center, primary health center, and community health center. Roles and functions of health personnel at these levels, including ASHA workers.	2	
<b>VI</b>	<b>Social Work Interventions in Community Health</b>		<b>8</b>	<b>3,4</b>
	6.1	Need for social work Intervention in Community health practice	2	
	6.2	Skills of a social worker in health care	2	
	6.3	Preventive and promotive programmes	2	
	6.4	Health education in schools/families/communities. Role of the social worker in community health care services	2	

## REFERENCES

1. Basavanthappa, B.T. (1998). *Community Health Nursing*, Jaypee Brothers
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## **ELECTIVE COURSE 04**

**COURSE CODE: 26P4SWT18A**

**SEMESTER: IV**

**COURSE TITLE: HUMAN RESOURCE MANAGEMENT FOR DEVELOPMENT PRACTICE**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Develop an understanding of strategic issues and organisational challenges in Human Resource Management.	Understand	<b>1,3,5</b>
<b>CO2</b>	Demonstrate relevant management competencies, leadership skills, and analytical capabilities in HR management.	Apply	<b>2,5,6</b>
<b>CO3</b>	Gain insight into the different strategies and approaches commonly adopted in Development Practice.	Analyse	<b>1,2,3,5</b>
<b>CO4</b>	Appreciate the issues of managing change in Human Resource Management.	Evaluate	<b>2,3,5,6</b>
<b>CO5</b>	Build professional networking capacity within the development sector.	Apply	<b>2,5,6</b>
<b>CO6</b>	Develop confidence to pursue a career in the Human Resource Management sector.	Apply	<b>5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Overview of Human Resource Management</b>		<b>10</b>	<b>1,3</b>
	1.1	Background and definition of Human Resource Management, Human Resource: meaning.	3	
	1.2	Objectives and Scope of HRM	2	
	1.3	Functions of HRM, HRM as a Profession	2	
	1.4	Strategic Human Resource Management - Role of HR Managers	3	
<b>II</b>	<b>Staffing: Workforce Planning and Employment</b>		<b>8</b>	<b>2,6</b>
	2.1	Recruitment, selection process	2	
	2.2	Building employee commitment: Promotion, Induction, job description, job analysis, talent management, job specification, role analysis	4	
	2.3	Career planning and career development.	2	
<b>III</b>	<b>Orientation &amp; Employee Training</b>		<b>6</b>	<b>2,6</b>
	3.1	Significance of Employee training, Assessing Training needs.	2	
	3.2	Scope of training, steps in training, and methods of training	2	
	3.3	Evaluation of a training program	2	
<b>IV</b>	<b>Compensation and Administration</b>		<b>8</b>	<b>2</b>
	4.1	Types of compensation, Theories of compensation	2	
	4.2	Factors determining pay rate, Current trends in compensation	2	
	4.3	Job evaluation, Incentives, Concepts of wages, Pay structure.	2	
	4.4	Performance appraisal in practice: Managing promotions and transfers	2	
<b>V</b>	<b>Employee and Labour Relations</b>		<b>10</b>	<b>3,5</b>
	5.1	Maintaining Positive Employee Relations	2	
	5.2	Managing discipline, managing grievance, managing stress, and counselling.	3	

	5.3	Employee security, managing dismissals, and separation.	2	
	5.4	Importance & Implications of labour legislations, Occupational Health and Safety	3	
<b>VI</b>	<b>Essential aspects of organizational behaviour</b>		<b>12</b>	<b>3,4</b>
	6.1	Introduction to organizational behaviour, diversity in organizations, job attitudes, and job satisfaction	3	
	6.2	Leadership: contemporary approaches: trait approach, skills approach, style approach, situational approach, contingency theory, path-goal theory, leader member exchange theory	4	
	6.3	Transformational leadership, servant leadership, Authentic leadership, team leadership, culture, and leadership	3	
	6.4	Organizational system: organizational structure, organizational culture, organizational change	2	

## REFERENCES

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**ELECTIVE COURSE 05**

**COURSE CODE: 26P4SWT19A**

**SEMESTER: IV**

**COURSE TITLE: ECONOMIC DEVELOPMENT: THEORY AND PRACTICE**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand critical perspectives on various dimensions of development	Analyse	<b>1,3,5</b>
<b>CO2</b>	Apply appropriate strategies and models in development practice	Apply	<b>2,3,5</b>
<b>CO3</b>	Demonstrate ability to quantify development outcomes for strategic development planning	Apply	<b>2,4,5</b>
<b>CO4</b>	Develop new strategies and models for achieving Sustainable Development Goals	Create	<b>1,2,3,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to economic growth and development</b>		<b>9</b>	<b>1,3</b>
	1.1	Concepts of economic growth, economic development, new economic view of development: “Sen’s Capabilities,” development and happiness, core values of development, the 2030 Agenda for sustainable development.	3	
	1.2	Features, determinants, and dimensions of economic growth and development. Diverse structures and common characteristics of developing economies. Obstacles to growth and development and consequences of underdevelopment.	3	
	1.3	Indices of economic development: GNP/GDP, Per Capita Income, Physical Quality of Life Index, Human Development Index, Human Poverty Index, Multidimensional Poverty Index, Social Progress Index, Happiness Index.	3	
<b>II</b>	<b>Theories, models, and approaches to development</b>		<b>11</b>	<b>1,2</b>
	2.1	Classical theory of economic growth and development (views of Adam Smith, Ricardo, Malthus, and J.S Mill). Karl Marx’s approach to capitalistic development & social change, and the Marxian model of development.	3	
	2.2	Schumpeter’s analysis and capitalist development, W.W. Rostow’s stages of economic growth (stage theory of development).	3	
	2.3	An overview of the structuralist approach, dependency approach ( <i>Neo-Colonial dependence model, dualistic development thesis</i> ), and market-friendly approaches.	3	
	2.4	Low-level equilibrium trap, theory of big push, theory of balanced growth vs. unbalanced growth strategy.	2	
<b>III</b>	<b>Poverty and inequality</b>		<b>6</b>	<b>1,3</b>
	3.1	Concept of poverty, the vicious circle of poverty, causes of poverty, and culture of poverty.	2	
	3.2	Poverty eradication measures in India and their efficiency.	2	

	3.3	Inequality: measurement inequality (Gini coefficient). Determinants of inequality. Impact of inequality on economic growth and development, strategies to address inequality	2	
<b>IV</b>	<b>Labour and Development</b>		<b>8</b>	<b>1</b>
	4.1	Labour migration: trends, characteristics and determinants. The labour market in developing countries, issues of employment and wages in developing economies.	2	
	4.2	Informality as exclusion and choice, characteristics of informality, feminization, and informalization of labour.	2	
	4.3	Education and human capital, education policies, and challenges in skill development.	2	
	4.4	Labour market institutions and labour market policies for development.	2	
<b>V</b>	<b>Gender and development</b>		<b>12</b>	<b>1,4</b>
	5.1	Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Gender Development Index (GDI), Gender Empowerment Measure (GEM)	3	
	5.2	Gender equality and gender mainstreaming; empowerment of women, principles and strategies for gender mainstreaming. Gender analysis: gender analysis frameworks (Harvard analytical framework, gender analysis matrix, capacities and vulnerabilities analysis framework, women's empowerment framework, social relations approach).	3	
	5.3	Gender budgeting: definition and purpose, policy framework for gender budgeting (global, national, state levels), enabling factors for gender budgeting, gender budgeting approaches, analysis of gender budgeting in central, state, and local self- government budgets.'	3	
	5.4	Women in local economic development: potential role of women in the local economic development, analysis of case studies of <i>women collectives</i> in economic development, gender mainstreaming in local economic development strategies, and engendering local economic development strategies.	3	

<b>VI</b>	<b>Economic planning and development</b>		<b>8</b>	<b>2,3,4</b>
	6.1	Meaning and features of economic planning. Types and objectives of economic planning.	2	
	6.2	Need and significance of planning in developing economies.	2	
	6.3	Features of planning in India and contemporary challenges.	2	
	6.4	Micro planning and local development: approaches and strategies, analysis of people planning programs in Kerala in the context of decentralized governance.	2	

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2. Santhakumar, V. (2013). *Economics in action: An easy guide for development practitioners*. New Delhi: Sage publications India Pvt Ltd.
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4. Thirwall, A. (2011). *Economics of development (9th edition)*. Basingstoke: Palgrave Macmillan Publishers Ltd.

## Online sources

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5. IGNOU. (2017). *Block-4 Approaches to Sustainable Development*. Retrieved from egyptankosh: <http://egyankosh.ac.in/bitstream/123456789/27063/1/Unit-12.pdf>
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## **ELECTIVE COURSE 06**

**COURSE CODE: 26P3SWT13B**

**SEMESTER: III**

**COURSE TITLE: SOCIAL WORK PRACTICE WITH FAMILIES**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand family as a social institution and the different conceptual frameworks for understanding marriage and family	Understand	<b>1,3,5</b>
<b>CO2</b>	Demonstrate an understanding of family Social Work.	Apply	<b>2,5</b>
<b>CO3</b>	Familiarize themselves with family life education programmes.	Understand	<b>1,2,3,5</b>
<b>CO4</b>	Develop knowledge and skills of Family Therapy.	Apply	<b>2,5,6</b>
<b>CO5</b>	Develop an understanding of Various Settings of family practice	Understand	<b>2,3,5</b>
<b>CO6</b>	Be acquainted with the various programmes for the welfare and development of the family.	Understand	<b>1,2,3,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Family as a social institution</b>		<b>10</b>	<b>1</b>
	1.1	Concept of family, Definition of Marriage and Family, Types of family, Functions of family	2	
	1.2	Qualities of successful families, Trends and changes in Marriage & Family in Global and Indian Contexts	2	
	1.3	Overview of Conceptual Frameworks for Understanding Marriage and Family: Family Systems Perspective, Family Developmental Perspective.	2	
	1.4	symbolic interaction framework, Structural/functional framework, exchange framework	2	
	1.5	Indian values and families: Purusharthas in connection with families (Dharma, Artha, Kama, Moksha). Asramas / stages of life (Shaishavam, Brahmacharya, Grahastashram, Vanaprastha, and Sanyasa), their challenges and needs.	2	
<b>II</b>	<b>Lifespan Approach to Family</b>		<b>7</b>	<b>3</b>
	2.1	Family life cycle - Characteristics, goals, needs, tasks, and problems of each stage in the family life cycle.	3	
	2.2	Variations affecting the life cycle	2	
	2.3	Family Life Education: Concept, philosophy, goals, and significance	2	
<b>III</b>	<b>Family Dynamics: Assessment of Family</b>		<b>12</b>	<b>2,4</b>
	3.1	Models for understanding family Dynamics: The Mc Master Model of Family functioning, Structural Approach, Triaxial Scheme, and the Circumplex Model.	3	
	3.2	Overview of family assessment, Family Assessment interview, and Criteria for assessing family functioning.	3	
	3.3	Components of family assessment	3	
	3.4	Genogram, Ecomap, Timeline, Family Mapping, Three Houses Tool	3	

<b>IV</b>	<b>Family Social Work</b>		<b>8</b>	<b>2</b>
	4.1	Family social work – Concept & Definition, historical background - Assumptions – Principles.	2	
	4.2	Family Social Work, Family Counselling and Family Therapy – similarities and differences.	3	
	4.3	Different phases of Family Social Work: Beginning phase -Assessment phase - Goal Setting and Contacting - Intervention phase - Behaviour change - Intervention phase - Evaluating outcome.	3	
<b>V</b>	<b>Family Social Work Practice</b>		<b>12</b>	<b>5,6</b>
	5.1	Scope and practice of social work in - Family Service Agencies (governmental and nongovernmental)	2	
	5.2	premarital counselling centers, Family Counselling Centers, Family Courts, Family Welfare Clinics, Suicide Distress Centers, Community Centers,	3	
	5.3	Adoption and Foster Care Agencies, Rehabilitation Centers, Sponsorship Programmes	2	
	5.4	Geriatric care, palliative care and support, Organ donation and support.	2	
	5.5	Existing policies, programmes, legislations, organizations in the field of family welfare and development	3	
<b>VI</b>	<b>Introduction to Family Therapy</b>		<b>5</b>	<b>4</b>
	6.1	Family Therapy - History, Concepts and Techniques	2	
	6.2	Overview of Different Models & Stages of Family Therapy	3	

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1. Carter, Betty, Monica Mc Goldricked (1999). *Expanded Family Life Cycle: Individual, Family Social Perspectives*. Boston: Allyn and Bacon.
2. Carter, Betty (2004). *Expanded family life cycle: individual, family and social perspectives*. Newyork : Pearson Education
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13. Sally Holland (2011). *Child & Family Assessment in Social Work Practice*. Newyork : Sage publications.

## **ELECTIVE COURSE 07**

**COURSE CODE: 26P3SWT14B**

**SEMESTER: III**

**COURSE TITLE: POLICIES AND PROGRAMMES FOR CHILDREN AND YOUTH**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Analyse the needs of children in various circumstances.	Analyse	<b>1,2,3,5</b>
<b>CO2</b>	Demonstrate a comprehensive understanding of legal provisions for children in India.	Understand	<b>1,3,5</b>
<b>CO3</b>	Demonstrate a comprehensive understanding of schemes and programmes in India and facilitate their application in fieldwork.	Apply	<b>1,2,3,5</b>
<b>CO4</b>	Analyse the needs and challenges faced by youth.	Analyse	<b>1,2,3,5</b>
<b>CO5</b>	Demonstrate a comprehensive understanding of legal provisions, schemes, and programmes for youth in India.	Understand	<b>1,3,5</b>
<b>CO6</b>	Apply knowledge and skills in working with youth.	Apply	<b>2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Situational Analysis of Children in India</b>		<b>10</b>	<b>1</b>
	1.1	Needs and problems of a growing child.	2	
	1.2	Situational Analysis of Children in Need of Care and Protection (Homeless Children, Orphaned Children, Migrant Children, Child beggars, Child Labourers, Street Children, Children affected by disasters, Child Sex Worker/victims of trafficking, Children of Sex Workers)	4	
	1.3	Situational Analysis of Children in Conflict with Law, Children in Contact with Law.	2	
	1.4	Situational Analysis of Children with Special Needs: Children living with Disabilities, terminal illnesses, HIV/ AIDS	2	
<b>II</b>	<b>Child in India: The Legal Mandates</b>		<b>12</b>	<b>2</b>
	2.1	Constitutional Provisions enshrined for children	2	
	2.2	Policies for Children: National Policy for Children (1974/2013), National Policy on Education (1986), National Policy on Child Labour (1987)	2	
	2.3	National Charter for Children (2003) National Early Child Care and Education Policy (2013) National Plan of Action for Children (2005/2016)	3	
	2.4	Institutional framework: National/State Child Rights Commission, Child Welfare Committee, Juvenile Justice Board, District Child Protection Unit	2	
	2.5	Institutionalized Children	2	
<b>III</b>	<b>Child Rights and Child Welfare Programmes</b>		<b>9</b>	<b>3</b>
	3.1	UN Conventions on the Rights of the Child -Right to Survival, Right to Development, Right to Protection, Right to Participation	3	
	3.2	Schemes and Programs to ensure child rights: ICDS, ICPS, Childline, Schemes and programmes under LSGs	3	
	3.3	Interventions in the field of Child Welfare at the Individual, Familial, and Community levels.	3	

<b>IV</b>	<b>Introduction to Youth</b>		<b>10</b>	<b>4</b>
	4.1	Definition, characteristics, and needs of youths	2	
	4.2	Situational Analysis of Youths in India	2	
	4.3	Problems of Youth: Unemployment, youth unrest, substance abuse, and HIV/AIDS.	2	
	4.4	Geriatric care, palliative care and support, Organ donation and support.	2	
	4.5	Problems of Youth: suicide, the generation gap, radicalization, and terrorism	2	
<b>V</b>	<b>Programmes and Policies for Youth in India</b>		<b>7</b>	<b>5</b>
	5.1	National Youth Policy	2	
	5.2	Govt. and Non-Govt. Programmes for youth: educational, recreational, vocational guidance and counselling, employment, leadership and health, NSS, NCC, NYK, National Skill Development Framework	3	
	5.3	Youth Welfare organizations: National and International	2	
<b>VI</b>	<b>Work with Youth</b>		<b>6</b>	<b>6</b>
	6.1	Principles, skills, and values in working with youth	2	
	6.2	Issues and challenges in Youth development	2	
	6.3	Social work methods and working with youth, Role of a social worker in youth development	2	

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1. Bajpai, A (2017). *Child Rights in India: Law, Policy & Practice*. Third Edition. New Delhi: Oxford University Press
2. Chopra, G. (2016). *Child Rights in India*, New Delhi: Springer India.
3. Suchitra S Dinkar (2010). *Child Development and Psychology*. New Delhi : Axis Publications
4. Shyam Sunder Shrimali (2008). *Child Development*. New Delhi : Rawat publications
5. Saraswathi, S (2008). *Indian Youth in the New Millennium*. RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore
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9. Rashmi Agrawal (2008). *Education for Disabled Children*. New Delhi : Shipra publications
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## **ELECTIVE COURSE 08**

**COURSE CODE: 26P3SWT15B**

**SEMESTER: III**

**COURSE TITLE: POPULATION DYNAMICS AND REPRODUCTIVE AND CHILD HEALTH**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Demonstrate a comprehensive understanding of basic demographic elements, measures, and their applications in the field of family and child welfare.	Understand	<b>1,2,3,5</b>
<b>CO2</b>	Analyse the transition of population dynamics and its implications on families and households to aid the assessment of individual cases.	Analyse	<b>1,3,5</b>
<b>CO3</b>	Critically evaluate population programmes and policies in India and globally, and synthesize perspectives for framing field-based programmes and activities.	Evaluate	<b>1,2,3,5</b>
<b>CO4</b>	Demonstrate a comprehensive understanding of RMNCH programmes in India to support the fieldwork practicum.	Understand	<b>1,2,3,5</b>
<b>CO5</b>	Analyse factors leading to reproductive ill-health burden in communities and develop appropriate intervention programmes.	Create	<b>1,3,5</b>
<b>CO6</b>	Design IEC materials for the propagation of RMNCH and Family Welfare programmes using professional skills and technical knowledge.	Create	<b>2,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Demography: An Introduction</b>		<b>12</b>	<b>1</b>
	1.1	Demography: Definition, Scope, Basic Elements: Size, Composition, and Distribution	2	
	1.2	Demographic Processes: Fertility, Mortality & Migration	2	
	1.3	Theories of Population	2	
	1.4	Measures of Fertility: Crude Birth Rate, Total Fertility Rate, Age-Specific Fertility Rate. Mortality: Crude Death Rate, Age-Specific Death Rate, Infant Mortality Rate, Maternal Mortality Rate	3	
	1.5	Projection of Population: Rate of Natural Increase, Gross Reproduction Rate, Net Reproduction Rate, Vital Index of Population Life Tables: Average Life Expectancy, Stable and Stationary Population	3	
<b>II</b>	<b>Demographic Transition and Impact on Population Dynamics</b>		<b>6</b>	<b>2</b>
	2.1	Theory of Demographic Transition	2	
	2.2	Transitions in Health and Mortality, Fertility, Age, Migration, and Urbanization	2	
	2.3	Family and Household Transition.	2	
<b>III</b>	<b>Population Policies and Programmes</b>		<b>10</b>	<b>3</b>
	3.1	Overview of Population policies and programs in India: Phase I: Programs until 1977 Phase II: Post Emergency Phase (1977-95)	2	
	3.2	Phase III: Post ICPD Phase (1996-15) National Population Policy 2000	2	
	3.3	Family Welfare Schemes in India: Appraisal of Family planning services in terms of Birth Spacing Methods, Natural Methods, and Terminal Methods	3	
	3.4	World Population policies, International Conference on Population and Development, Current State of World Population (UNFPA)	3	

<b>IV</b>	<b>Reproductive and Child Health: Programs and policies in India</b>		<b>8</b>	<b>4</b>
	4.1	Situational Analysis of Maternal and Child Health in India	4	
	4.2	Govt. Initiatives to address Maternal and Child Health in India	2	
	4.3	RCH Programmes Phase I & Phase II	2	
<b>V</b>	<b>Reproductive and Child Health</b>		<b>12</b>	<b>5</b>
	5.1	Burden of Reproductive Ill Health: Unintended Pregnancies, Unsafe Abortions, Reproductive Tract Infections (RTIs)	3	
	5.2	Infertility, Violence against Women, Female Genital Mutilation	3	
	5.3	Reproductive Maternal Newborn Child and Adolescent Health (RMNCH+A)	3	
	5.4	Assessment and Levels Interventions for Reproductive Maternal Newborn Child and Adolescent Health (RMNCH+A)	3	
<b>VI</b>	<b>Information, Education, and Communication for Family Planning and Reproductive Health</b>		<b>6</b>	<b>6</b>
	6.1	Mass Education programmes	2	
	6.2	Role of NGOs in Education and People's Participation	2	
	6.3	Examples and models of education programmes in RCH	2	

## REFERENCES

### Essential Reading:

1. Black, R., Laxminarayan, R., Temmerman, M., & Walker, N. (2016). *Disease Control Priorities: Reproductive, Maternal, Newborn and Child Health* (3rd ed.). Washington: World Bank Group.
2. Ramesh, B., Halli, S., Jayanna, K., & Mohan, H. (2018). *Maternal, Newborn and Child Health Programmes in India- A Programme Science Approach*. New Delhi: Sage Publications.
3. Seetharaman, S. (2018). *Dynamics of Population*. New Delhi: Studera Press.
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7. World Health Organization. (2015). *State of Inequality: Reproductive, Maternal, Newborn and Child Health: Interactive Visualization of Health Data*. Luxembourg.
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10. Goel, S. (2005). *Population Policy and Family Welfare: Reproductive and Child Health Administration (RCH)*. New Delhi: Deep & Deep Publications.

### Additional Reading:

1. Eager, P. (2017). *Global Population Policy*. New York: Routledge Publications.
2. Jeebhoy, S., Kulkarni, P., Shanthy, K., & Mehrotra, F. (2014). *Population and Reproductive Health in India: An Assessment of Current Situation and Future Needs* (1st ed.). Oxford University Press.
3. Koenig, M., Jeebhoy, S., & Cleland, J. (2008). *Reproductive Health in India: New Evidence*. Rawat Publications.
4. Pressat, R. (2009). *Demographic Analysis: Projections on Natality, Fertility & Replacement*. New Jersey: Aldine Transaction Publishers.
5. Rao, M. (2018). *The Lineaments of Population Policy in India: Women and Family Planning* (1st ed.). New Delhi: Routledge.
6. Visaria, L., & Ved, R. (2016). *India's Family Planning Programme: Policies, Practices and Challenges*. New Delhi: Routledge Publications.

## **ELECTIVE COURSE 09**

**COURSE CODE: 26P4SWT18B**

**SEMESTER: IV**

**COURSE TITLE: THERAPEUTIC INTERVENTIONS IN THE FIELD OF FAMILY AND CHILD WELFARE**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand and demonstrate skills in working with families.	Apply	<b>1,2,5,6</b>
<b>CO2</b>	Understand and manage sexual dysfunctions.	Apply	<b>1,2,3,5</b>
<b>CO3</b>	Apply cognitive behavioural techniques with marital partners.	Apply	<b>2,5,6</b>
<b>CO4</b>	Apply therapeutic techniques with children.	Apply	<b>2,5,6</b>
<b>CO5</b>	Apply therapeutic techniques with children.	Apply	<b>1,2,3,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Psychosocial Interventions with Families and Family Therapy</b>		<b>16</b>	<b>1</b>
	1.1	Family Counselling, Family Psycho-education, Crisis intervention in families, Ecological intervention, Behavioural family approach, Parenting skill training	3	
	1.2	Preventive strategies: Communication training, Problem solving, Reducing conflicts	2	
	1.3	Family Therapy: Aim and purpose, Indication and contraindications for family therapy.	2	
	1.4	Understanding the family, Family assessment–emotional, social, practical, material, functional Family tasks, development and maintenance of marital coalition, Dysfunctional family	3	
	1.5	Goals of Family Therapy. Treatment stages: Early, Middle, and Later stages	2	
	1.6	Models of Family Therapy, Specific techniques in family therapy	2	
	1.7	Specific interventions for Domestic violence victims, alcoholism, and addiction.	2	
<b>II</b>	<b>Cognitive Behaviour Marital Therapy</b>		<b>6</b>	<b>3</b>
	2.1	Understanding of the presenting problem, usual causes of marital distress, Assessment of the targeted problem, Problem areas, relationship history, and treatment structure.	4	
	2.2	Interventions: Behavioural strategies, Cognitive strategies.	2	
<b>III</b>	<b>Sexual Dysfunction and Sex Therapy</b>		<b>6</b>	<b>2</b>
	3.1	Nature of sexual dysfunction, causes of sexual dysfunction, Psychological factors- predisposing factors, precipitants, and maintaining factors	3	
	3.2	Sex Therapy: - Overview of sex therapy, Assessment, Indications for sex therapy, Therapeutic Formulation, Specific Techniques.	3	

<b>IV</b>	<b>Therapy with children</b>		<b>8</b>	<b>4</b>
	4.1	Behaviour Modification Techniques	4	
	4.2	Play Therapy	2	
	4.3	Cognitive Behaviour Therapy	2	
	4.4	Art Therapy	2	
<b>V</b>	<b>Understanding and Managing Autism Spectrum Disorders</b>		<b>10</b>	<b>5</b>
	5.1	Understanding Autism Spectrum Disorders, Diagnostic Guidelines	3	
	5.2	Management of Autism: Applied Behaviour Analysis, Increasing prosocial behaviours, decreasing maladaptive behaviours, use of behaviour techniques	4	
	5.3	developmental individual-difference relationship-based model (DIR)/floor time therapy	3	
<b>VI</b>	<b>Understanding and Managing Child Sexual Abuse</b>		<b>8</b>	<b>5</b>
	6.1	Concept, victims, perpetrators, myths	2	
	6.2	Understanding the signs of CSA, Legal obligations in the context of child abuse	2	
	6.3	Preventing child sexual abuse	2	
	6.4	Psychological interventions for victims of CSA	2	

## REFERENCES

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2. Beck, Judith S. (2011). *Cognitive Behavior Therapy, Basics and Beyond*, Guilford Press
3. Kaplan (2005). *Comprehensive Text Book of Psychotherapy*. USA
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## **ELECTIVE COURSE 10**

**COURSE CODE: 26P4SWT19B**

**SEMESTER: IV**

**COURSE TITLE: SOCIAL WORK IN EDUCATION**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the basics of child mental health and issues affecting children.	Understand	<b>1,2,3,5</b>
<b>CO2</b>	Develop knowledge of the history of social work in schools.	Understand	<b>1,5</b>
<b>CO3</b>	Demonstrate knowledge and skills to work in educational settings.	Apply	<b>2,5,6</b>
<b>CO4</b>	Deliver life skills education in school settings.	Apply	<b>2,5,6</b>
<b>CO5</b>	Understand the multiple levels and systems operating within schools and practice effectively across these systems.	Analyse	<b>1,2,3,5,6</b>

## COURSE CONTENT

<b>MODULE</b>	<b>UNIT</b>	<b>CONTENT</b>	<b>HRS.</b>	<b>CO</b>
<b>I</b>	<b>Child Mental Health</b>		<b>10</b>	<b>1</b>
	1.1	Concept and definition, dimensions, and phases of Mental Health. Mental Health in children, mental health problems in children.	4	
	1.2	School's potential for promoting child mental health. School-related factors impeding child mental health.	3	
	1.3	School mental health programmes – Social Workers as the focal point of mental health influences in schools.	3	
<b>II</b>	<b>Issues of Children</b>		<b>8</b>	<b>1</b>
	2.1	Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, Child labour, Children and cyber environment, child trafficking, learning disabilities, Truancy, suicide, victims of family violence, behavioural disorders, speech and language disorders.	4	
	2.2	Child Rights Perspective: Survival, Development, Protection, and Participation.	2	
	2.3	Children with special needs.	2	
<b>III</b>	<b>Introduction to School Social Work</b>		<b>10</b>	<b>2,5</b>
	3.1	History, Meaning, and Importance of School Social Work: Concept, purpose, and theories. Role of School Social Workers.	2	
	3.2	Standards for professional practice of school social work.	2	
	3.3	System Approach to School Social Work- School Social Worker, management, teachers, parents, children, and the role of the social worker as a liaison.	2	
	3.4	Inclusive education.	2	
	3.5	Scope of Research in School Social Work.	2	

<b>IV</b>	<b>Social Work Practice in Educational Settings</b>		<b>12</b>	<b>3,5</b>
	4.1	Working with individual students and families, groups of students, consultation with teachers and other school staff, classroom and school-level interventions, coordination and collaboration with other serving agencies outside the school.	4	
	4.2	Work with special children.	2	
	4.3	School Social Work Interventions: Remedial Education, Supportive Counselling, Sex Education, Career Guidance.	2	
	4.4	Therapy for school social work: play therapy, art therapy, behavioural therapy, speech therapy.	2	
	4.5	Social work practice with differently-abled children and special schools. Scope of Research in School Social Work	2	
<b>V</b>	<b>Life Skills Education in Schools</b>		<b>8</b>	<b>4</b>
	5.1	Life Skills- Concept, need, and importance of life skills and life skills education.	2	
	5.2	WHO Components of Life Skills: Critical thinking skills/Decision-making skills, Interpersonal/Communication skills, Coping and self-management skills, including Core life skill strategies and techniques: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions.	4	
	5.3	Life skills education in schools.	2	
<b>VI</b>	<b>Governmental and NGO initiatives</b>		<b>6</b>	<b>3,5</b>
	6.1	Government and NGO initiatives for the promotion of mental health in schools.	2	
	6.2	School social work in India, Kerala – Current programmes and practices.	2	
	6.3	Scope of social work practice linked to ICDS – pre-school education and adolescent mental health.	2	

## REFERENCES

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## **ELECTIVE COURSE 11**

**COURSE CODE: 26P3SWT13C**

**SEMESTER: III**

**COURSE TITLE: CLINICAL ASSESSMENT AND DIAGNOSIS OF PSYCHIATRIC DISORDERS**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Acquire an understanding of the evolution of psychiatry and changing attitudes towards mental illness.	Understand	<b>1,3,5</b>
<b>CO2</b>	Demonstrate knowledge and skills in assessment within mental health settings.	Apply	<b>2,5,6</b>
<b>CO3</b>	Demonstrate knowledge of clinical psychopathology.	Understand	<b>1,2,5</b>
<b>CO4</b>	Develop an understanding of the nature, causes, types, and treatment of mental health disorders in children, adolescents, and adults.	Analyse	<b>1,2,3,5</b>
<b>CO5</b>	Acquire knowledge of socio-cultural factors influencing mental health.	Understand	<b>1,3,5</b>
<b>CO6</b>	Develop a critical understanding of mental health policies.	Evaluate	<b>1,2,3,5</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Psychiatry &amp; Psychiatric Assessment</b>		<b>6</b>	<b>1,2,3</b>
	1.1	Psychiatry - Definition, History and Growth of Psychiatry, Traditional and Modern Attitudes towards Psychiatric Illness	2	
	1.2	Define psychopathology	1	
	1.3	Assessment in psychiatry: Psychiatric interviewing - Content, types, techniques & skills, Case history recording and mental status examination.	3	
<b>II</b>	<b>Overview of Clinical Psychopathology</b>		<b>8</b>	<b>3</b>
	2.1	Disorders of perception, thought, speech, memory, emotion, experience of the self, consciousness, & Motor disorders	4	
	2.2	Classification in psychiatry - Need, types – ICD 11 & DSM V, ICD 11- Categories of classification	2	
	2.3	Overview of Diagnostic Guidelines	2	
<b>III</b>	<b>Neurotic and Behavioural Syndromes</b>		<b>12</b>	<b>4,5</b>
	Prevalence, etiology, clinical manifestation, course, and outcome, and different treatment modalities of:			
	3.1	Neurotic, stress-related, and somatoform disorders – Phobia,	3	
	3.2	Generalized Anxiety Disorder, Dissociative Disorder, Somatoform Disorder	3	
	3.3	Social - Cultural factors in psychiatric disorders with special reference to India. Transcultural psychiatry - culture bound syndromes.	3	
	3.4	Behavioural syndrome associated with physiological disturbances and factors- Eating Disorders, Sleep Disorders, Sexual Dysfunction	3	

<b>IV</b>	<b>Psychological Disorders</b>		<b>12</b>	<b>4</b>
	Prevalence, etiology, clinical manifestation, course, and outcome, and different treatment modalities of:			
	4.1	Organic Disorders – Dementia, Delirium, Epilepsy, Alcohol and Substance Abuse	4	
	4.2	Personality Disorders: Paranoid, Dissocial (Anti-social), Emotionally unstable (Impulsive & Borderline)	2	
	4.3	Histrionic, Anankastic, Anxious-avoidant, Dependent.	2	
4.4	Childhood Disorders: Specific Learning Disability, Pervasive Developmental Disorder, Hyperkinetic Disorders, Conduct Disorder, Emotional Disorders, Mental retardation	4		
<b>V</b>	<b>Schizophrenia &amp; Mood Disorders</b>		<b>8</b>	<b>4</b>
	Prevalence, etiology, clinical manifestation, course, and outcome, and different treatment modalities of:			
	5.1	Schizophrenia, schizotypal, and delusional disorders	2	
	5.2	Mood [affective] disorders – Mania & Depression	2	
	5.3	Psychotic disorders due to general medical conditions	2	
5.4	Substance-induced psychotic disorders	2		
<b>VI</b>	<b>Mental Health Policies &amp; Treatment Approaches</b>		<b>8</b>	<b>4,6</b>
	6.1	Mental Health Policies and Programmes: Merits and demerits- National Mental Health Programme (NMHP – 1982), National Mental Health Policy	2	
	6.2	Mental Health Act, 1987, Mental Health Care Act 2017	2	
	6.3	Recommendations of the WHO, World Health Report 2001, Overview of Treatment Approaches to Mental Health Problems.	2	
	6.4	Perspectives on Prevention, Biological and Psychosocial Interventions, Rehabilitation	2	

## REFERENCES

1. American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: APA.
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## **ELECTIVE COURSE 12**

**COURSE CODE: 26P3SWT14C**

**SEMESTER: III**

**COURSE TITLE: SOCIAL WORK IN THE FIELD OF HEALTH**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Develop an understanding of the holistic concept of health.	Understand	<b>1</b>
<b>CO2</b>	Understand and analyse different health problems in India.	Analyse	<b>1,3</b>
<b>CO3</b>	Assess the scope of social work methods in medical settings.	Evaluate	<b>2</b>
<b>CO4</b>	Demonstrate skills for interventions in medical social work practice.	Apply	<b>2</b>
<b>CO5</b>	Understand the roles and functions of a medical social worker in various settings.	Understand	<b>2,4</b>
<b>CO6</b>	Analyse the standards of social work practice in health settings.	Analyse	<b>2,3</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Basic Concepts</b>		<b>10</b>	<b>1,2</b>
	1.1	Overview of Human Anatomy- major systems and Functions	2	
	1.2	An overview of the concepts: Curative Medicine, Preventive Medicine, Social Medicine, and Family and Community Medicine.	2	
	1.3	Natural history of diseases, the ice-berg concept of disease. Deficiency diseases related to proteins, fats, carbohydrates, and Vitamins	3	
	1.4	Problems of malnutrition in India: preventive and management measures. Alternative system of medicine in India -AYUSH	3	
<b>II</b>	<b>Communicable and Non-Communicable Diseases</b>		<b>12</b>	<b>2</b>
	2.1	Incidence, Prevalence, etiology, and symptoms of major Communicable and Non-Communicable diseases	4	
	2.2	Treatment and prevention of major Communicable and non-communicable diseases.	2	
	2.3	Communicable diseases: Respiratory infection, Chickenpox, Measles, Mumps, Diphtheria, Tuberculosis. Intestinal infections: Poliomyelitis, Hepatitis, Cholera, Acute Diarrhoeal diseases, Typhoid.	3	
	2.4	Arthropod infections: Dengue Syndrome, Malaria, Filariasis. Zoonotic diseases: Rabies, Plague, Japanese encephalitis. Surface infections: Tetanus, Leprosy, STD, HIV/ AIDS.	3	
<b>III</b>	<b>Medical Social Work</b>		<b>6</b>	<b>3,5</b>
	3.1	Meaning, Definition, Historical development and Scope of Medical Social Work in India.	3	
	3.2	Illness as a social problem and its effects on the individual, family, and community.	3	

<b>IV</b>	<b>Methods of Intervention and Specific Skills</b>		<b>12</b>	<b>4,6</b>
	4.1	Theories of health behaviour.	2	
	4.2	Assessment: Bio-psychosocial Assessment and documentation, clinical reasoning, and formulation	2	
	4.3	Care planning: components of a care plan	2	
	4.4	Quality assurance in hospital: NABH, JCI, and RCI	2	
	4.5	Grief Counselling, Genetic Counselling, Geriatric Counselling, crisis intervention, case management, Group Therapy	4	
<b>V</b>	<b>Social work methods in medical settings</b>		<b>6</b>	<b>3,4,6</b>
	5.1	Case work and Group work practice in medical Social Work- Process, recording, and ethical considerations	2	
	5.2	Relevance of Treatment groups, task Groups, support groups in Medical social work practice.	2	
	5.3	Clinical Research and Applications.	2	
<b>VI</b>	<b>Role and Functions of medical social work in various medical settings</b>		<b>8</b>	<b>4,5,6</b>
	6.1	Role of the Social Worker in the Prevention of Disease and Promotion of Health	2	
	6.2	Role of the Medical Social Worker- roles, functions, and standards of social work in Health	2	
	6.3	Patient and Family Education, Educating, Advocacy, Referrals, Resource Mobilization, Discharge planning, Public Relations	2	
	6.4	Social Work Practice in Oncology, Chronic diseases, palliative care	2	

## REFERENCES

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### **ELECTIVE COURSE 13**

**COURSE CODE: 26P3SWT15C**

**SEMESTER: III**

**COURSE TITLE: HEALTH CARE ADMINISTRATION AND COMMUNITY HEALTH**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the concept of health and the integrated approach to health in the context of development.	Understand	<b>1</b>
<b>CO2</b>	Critically analyse health plans, policies, and services and their implications for social work practice.	Analyse	<b>3</b>
<b>CO3</b>	Demonstrate knowledge of concepts of community health, community participation, vital indicators, and demographic data related to health.	Apply	<b>1,4</b>
<b>CO4</b>	Develop skills for intervention in the community health sector.	Create	<b>2,4</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Community Health &amp; Epidemiology</b>		<b>12</b>	<b>1,3</b>
	1.1	Community Health: Definition and Scope. Concept of Public health- Definition, Objectives, and Areas of Public health	3	
	1.2	Concept and various dimensions of: International /Global Health, Environmental Health, Nutritional Health, Occupational Health, Maternal and Child Health, Community Mental Health.	3	
	1.3	Meaning and scope of epidemiology: Models and factors associated with health and diseases, Preventive and promotive health	3	
	1.4	Special aspects of community health: Alcoholism and Drug Dependence –Agent factors, prevention, treatment, and Rehabilitation, Physical and Psychological aspects of Community Health	3	
<b>II</b>	<b>Health care system and health problems in India</b>		<b>8</b>	<b>1,2,3</b>
	2.1	Definition of health, aspects, and indicators of health. Health care systems: Organization of the various health care systems- Private Health system, Indigenous system, Voluntary health system, Problems of the health care system	4	
	2.2	Important health problems in India- Current Major healthcare issues.	2	
	2.3	Health Economics - Basics of health economics, Demand/Supply of Medical Care	2	
<b>III</b>	<b>Health Policies and Programmes</b>		<b>6</b>	<b>2,3</b>
	3.1	Policies -National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in implementation of Health insurance	3	
	3.2	National Health programmes: Family welfare; Maternal & Child Health, ICDS; School Health Programmes, National Health Mission (NHM), UIP NEMP; NLEP; NTP; Diarrhoeal disease control Programme: IDD, AIDS Control programme, National Programme for control of blindness, welfare measures for the physically challenged.	5	

	3.3	International Health organizations (WHO, UNICEF, Red Cross)		
	3.4	State health programmes for the weaker sections, the physically challenged, and the developmentally challenged		
<b>IV</b>	<b>Health Planning and Management</b>		<b>10</b>	<b>2</b>
	4.1	Concept of Health Planning & Planning Cycle	2	
	4.2	Health Planning in India and Five-Year Plans	2	
	4.3	Healthcare planning process: Information Gathering, Analysis of Health Situation, Establishment of Objectives and Goals, Assessment of Resources, Fixing Priorities, Write-up of Formulated Plan, Programming and Implementation, Monitoring, Evaluation	4	
	4.4	Management techniques and methods	2	
<b>V</b>	<b>Health Care Administration</b>		<b>8</b>	<b>2,3,4</b>
	5.1	Concept of Health Care and levels of Health care	2	
	5.2	Health care administration. Principles of healthcare administration, HealthCare System in India: Central, State, and District level, National Rural Health Mission	3	
	5.3	Primary Health care in India: sub-center, primary health center, and community health center. Roles and functions of health personnel at these levels, including ASHA workers.	3	
<b>VI</b>	<b>Social Work Interventions in Community Health</b>		<b>8</b>	<b>3,4</b>
	6.1	Need for social work Intervention in Community health practice	2	
	6.2	Skills of a social worker in health care	2	
	6.3	Preventive and promotive programmes	2	
	6.4	Health education in schools/families/communities. Role of the social worker in community health care services	2	

## REFERNCES

1. Basavanthappa, B.T. (1998). *Community Health Nursing*, Jaypee Brothers
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## **ELECTIVE COURSE 14**

**COURSE CODE: 26P4SWT18C**

**SEMESTER: IV**

**COURSE TITLE: SOCIAL WORK INTERVENTIONS IN THE FIELD OF MENTAL HEALTH**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Apply psychosocial treatment methods for persons with mental and emotional disorders.	Apply	<b>1,2</b>
<b>CO2</b>	Understand institutional approaches to the provision of mental health services.	Understand	<b>1,3</b>
<b>CO3</b>	Demonstrate knowledge and skills in the practice of community psychiatry and psychiatric rehabilitation.	Apply	<b>1,2,3,4</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Introduction to Psychiatric Social Work</b>		<b>8</b>	<b>2</b>
	1.1	Psychiatric Social Work- Concept, Definition, Meaning, and Scope. Evolution of Psychiatric Social Work in the UK, USA, and India.	4	
	1.2	Changing perspective of Psychiatric Social Work & Clinical Social Work, Changing trends in Mental Health Care, Indian view of Mental Health and Well-being.	4	
<b>II</b>	<b>Institution-Based Mental Health Services</b>		<b>10</b>	<b>1,2</b>
	2.1	Diagnosis in Psychiatric Social Work.	2	
	2.2	The Mental Hospital as a social system: Evolution of Psychiatric Care – Psychiatric Hospitals, General Hospital Psychiatry, Day Care Centres, and Community-based care. Partial hospitalization, Therapeutic community.	2	
	2.3	Application of Social Work Methods in Psychiatric Setting- Social Case Work & Group Work Practice.	2	
	2.4	Family and mental illness: Family Interventions in Psychiatric Setting -Family Counselling, Family Psycho-Education.	2	
	2.5	Roles and functions of Psychiatric Social Worker in different settings- Functions of the Psychiatric Social Worker in the following settings: Psychiatric Out-Patient Departments in the Government General Hospitals, Day Hospitals, Child Guidance Clinics, Epilepsy Clinics, Adolescent Clinics, Neuroses Clinics, Geriatric Clinics, School, De-addiction and counselling centers.	4	
<b>III</b>	<b>Therapy in the Context of Family</b>		<b>8</b>	<b>1</b>
	3.1	Family Therapy - History, Concepts and Techniques – Different Models of Family Therapy - Family Therapy Research and Evaluation	3	
	3.2	Therapy with children: Special Techniques (Behavioral and Play) for developmental internalizing and externalizing disorders, Behavior Modification Techniques	5	

<b>IV</b>	<b>Therapeutic Approaches</b>		<b>12</b>	<b>1</b>
	4.1	Supportive Psychotherapy: Definition, goal indications, techniques. Directive and non-directive psychotherapy, current forms of "e-" and tele-counselling.	2	
	4.2	Brief Psychotherapy: Historical context, characteristics of brief psychotherapy, selection criteria, process issues, effectiveness	2	
	4.3	Crisis Intervention: Definition of Crisis, phases of Crisis, Techniques, Stages of crisis work, Applications.	4	
	4.4	Sex Therapy: Individual and couple sex therapy, techniques, sex counselling, current approaches	2	
	4.5	Cognitive Behaviour therapy: Techniques and uses of CBT	2	
	4.6	Cognitive Analytical therapy; Group therapy	2	
<b>V</b>	<b>Psychiatric Social Work Interventions</b>		<b>8</b>	<b>1,3</b>
	5.1	Overview of Psychiatric Social Work interventions in the areas of: Psychosocial Care in Disasters, Alcohol and Substance Abuse, Suicide	4	
	5.2	Life Skills Education	2	
	5.3	Mental Health Promotion and Prevention.	2	
<b>VI</b>	<b>Rehabilitation &amp; Community Mental Health</b>		<b>8</b>	<b>3</b>
	6.1	Rehabilitation of Chronic Mental Patients.	2	
	6.2	Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes.	2	
	6.3	Preventive and promotive programmes	2	
	6.4	Limitations faced by the Psychiatric Social Worker in the field and solutions for the same.	2	

## REFERENCES

1. Daver, Bhargavi (1999). *Mental Health of Indian Women*. New Delhi: Sage Publications
2. Daver, Bhargavi (2001). *Mental Health from a Gender Perspective*. New Delhi: Sage Publications
3. Dhanda, Amita, (1999). *Legal Order and Mental Disorder*. New Delhi: Sage Publications
4. Kaplan (2005). *Comprehensive Text Book of Psychotherapy*. USA
5. Kapur, Malavika, (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications
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7. World Health Organization, (1986) *Prevention of Mental, Neurological and Psychosocial problems*
8. WHO (1991). *Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management*, Geneva
9. Sekar, K., Parthasarathy, R., Muralidhar, D., Rao, M.C. (2007). *Handbook of Psychiatric Social Work (Ed)*. Bangalore: NIMHANS

## **ELECTIVE COURSE 15**

**COURSE CODE: 26P4SWT19C**

**SEMESTER: IV**

**COURSE TITLE: SCHOOL MENTAL HEALTH AND SOCIAL WORK PRACTICE**

**CREDIT: 3**

**HOURS/WEEK: 3**

**TOTAL HOURS: 54**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this course, students will:</b>			
<b>CO1</b>	Understand the basics of child mental health and issues affecting children.	Understand	<b>1,2,3,5</b>
<b>CO2</b>	Develop knowledge of the history of social work in schools.	Understand	<b>1,5</b>
<b>CO3</b>	Demonstrate knowledge and skills to work in educational settings.	Apply	<b>2,5,6</b>
<b>CO4</b>	Deliver life skills education in school settings.	Apply	<b>2,5,6</b>
<b>CO5</b>	Understand the multiple levels and systems operating within schools and practice effectively across these systems.	Analyse	<b>1,2,3,5,6</b>

## COURSE CONTENT

MODULE	UNIT	CONTENT	HRS.	CO
<b>I</b>	<b>Child Mental Health</b>		<b>10</b>	<b>1</b>
	1.1	Concept and definition, dimensions, and phases of Mental Health. Mental Health in children, mental health problems in children.	4	
	1.2	School's potential for promoting child mental health. School-related factors impeding child mental health.	3	
	1.3	School mental health programmes – Social Workers as the focal point of mental health influences in schools.	3	
<b>II</b>	<b>Issues of Children</b>		<b>8</b>	<b>1</b>
	2.1	Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, Child labour, Children and cyber environment, child trafficking, learning disabilities, Truancy, suicide, victims of family violence, behavioural disorders, speech and language disorders.	4	
	2.2	Child Rights Perspective: Survival, Development, Protection, and Participation.	2	
	2.3	Children with special needs.	2	
<b>III</b>	<b>Introduction to School Social Work</b>		<b>10</b>	<b>2,5</b>
	3.1	History, Meaning, and Importance of School Social Work: Concept, purpose, and theories. Role of School Social Workers.	2	
	3.2	Standards for professional practice of school social work.	2	
	3.3	System Approach to School Social Work- School Social Worker, management, teachers, parents, children, and the role of the social worker as a liaison.	2	
	3.4	Inclusive education.	2	
	3.5	Scope of Research in School Social Work.	2	

<b>IV</b>	<b>Social Work Practice in Educational Settings</b>		<b>12</b>	<b>3,5</b>
	4.1	Working with individual students and families, groups of students, consultation with teachers and other school staff, classroom and school-level interventions, coordination and collaboration with other serving agencies outside the school.	4	
	4.2	Work with special children.	2	
	4.3	School Social Work Interventions: Remedial Education, Supportive Counselling, Sex Education, Career Guidance.	2	
	4.4	Therapy for school social work: play therapy, art therapy, behavioural therapy, speech therapy.	2	
	4.5	Social work practice with differently-abled children and special schools. Scope of Research in School Social Work	2	
<b>V</b>	<b>Life Skills Education in Schools</b>		<b>8</b>	<b>4</b>
	5.1	Life Skills- Concept, need, and importance of life skills and life skills education.	2	
	5.2	WHO Components of Life Skills: Critical thinking skills/Decision-making skills, Interpersonal/Communication skills, Coping and self-management skills, including Core life skill strategies and techniques: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions.	4	
	5.3	Life skills education in schools.	2	
<b>VI</b>	<b>Governmental and NGO initiatives</b>		<b>6</b>	<b>3,5</b>
	6.1	Government and NGO initiatives for the promotion of mental health in schools.	2	
	6.2	School social work in India, Kerala – Current programmes and practices.	2	
	6.3	Scope of social work practice linked to ICDS – pre-school education and adolescent mental health.	2	

## REFERENCES

1. Allen- Meares, P. (2007). *Social Work Services in Schools (5th Edition)*. Boston :Pearson
2. Constable R, McDonald S, Flynn J. (1999). *School Social Work Practice, Policy, and Research Perspectives. (5th Edition)*. Chicago: Lyceum
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5. Kathy Sexton Radek (2005), *Violence in Schools: Issues, Consequences ,and Expressions*, Raintree Publications
6. Jose Kuriedath (2011), *Value Education: A text book for higher secondary and high*
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8. Philip John (2006), *School Mental Health through empowering the education sector*, Ernakulam : Peejays Child Guidance Clinic,
9. Dobriyal, N.C (2009), *Social Work Education*, Sumit Enterprises
10. WHO (1997). *Life Skills Education for Children and Adolescents in Schools*. Geneva: WHO

## 5. SYLLABI OF FIELD PRACTICUM

<b>Sl. No.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TOTAL HOURS</b>	<b>CREDIT</b>
1	26P1SWPR1	Field Practicum I	216	6
2	26P2SWPR2	Field Practicum II	216	6
3	26P3SWPR3	Field Practicum III	216	6
4	26P4SWPR4	Field Practicum IV	216	6

## **FIELD PRACTICUM 1**

**COURSE CODE: 26P1SWPR1**

**SEMESTER: I**

**COURSE TITLE: FIELD PRACTICUM I**

**CREDIT: 6**

**TOTAL HOURS: 216**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Analyse the geographical, social, economic, and political systems of a community, including power structures and their interrelationships, based on theoretical knowledge acquired in the semester.	Analyse	<b>2,5</b>
<b>CO2</b>	Apply professional values, principles, and the Code of Ethics in social work practice within community settings.	Apply	<b>1,4</b>
<b>CO3</b>	Explain and apply the assumptions, principles, phases, and models of community organization in field practice.	Understand	<b>1</b>
<b>CO4</b>	Describe the structure and functioning of decentralized governance systems and key institutions within the community.	Understand	<b>6</b>
<b>CO5</b>	Demonstrate effective professional rapport-building skills with individuals, groups, and stakeholders in the community.	Apply	<b>2,3</b>
<b>CO6</b>	Conduct social analysis and needs assessment, and participate in programme planning, implementation, and evaluation processes in community settings.	Analyse	<b>2,5</b>
<b>CO7</b>	Demonstrate effective oral, written, and presentation skills appropriate to professional communication in community contexts.	Apply	<b>3,4</b>

## Field Practicum Requirements

Each Student shall complete the following practicum requirements in the first semester:

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Rural Camp	5 days – 72 hours	1.5
2	Observational visits to at least five Social Work-related organizations	5 days – 18 hours	1.5
3	Community-based field work for at least 18 days of 7 hours duration for the practice of the stages of community organization	18 Days – 126 hours	3
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

## Field Practicum Evaluation

### Internal:

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester I and initiatives (Community programme-1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester I	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

### External: VIVAVOCE

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

**FIELD PRACTICUM 2****COURSE CODE: 26P2SWPR2****SEMESTER: II****COURSE TITLE: FIELD PRACTICUM II****CREDIT: 6****TOTAL HOURS: 216****COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Explain and analyse the functioning of a structured setting/agency (such as schools, hospitals, and institutions serving persons with social, physical, or mental disabilities).	Analyse	<b>2,6</b>
<b>CO2</b>	Apply social work methods, particularly casework and group work, in structured agency settings.	Apply	<b>1,2,5</b>
<b>CO3</b>	Design and implement interventions ensuring active client participation.	Create	<b>3,5</b>
<b>CO4</b>	Apply social work research methods at the field level for problem identification and analysis.	Apply	<b>5,6</b>
<b>CO5</b>	Prepare academic articles based on field practice experience, integrating theory and practice.	Create	<b>4,6</b>
<b>CO6</b>	Maintain and present professional case records and documentation as per social work standards.	Apply	<b>4,5</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
2	Observational visits to at least five Social Work-related organizations	5 days – 18 hours	1.5
3	Agency-based field work for at least 25 days	25 Days – 198 hours	4.5
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester II and initiatives (Case Work- 4, Group Work- 1, Community programme- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester II	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

### **FIELD PRACTICUM 3**

**COURSE CODE: 26P3SWPR3**

**SEMESTER: III**

**COURSE TITLE: FIELD PRACTICUM III**

**CREDIT: 6**

**TOTAL HOURS: 216**

### **ELECTIVE A: COMMUNITY DEVELOPMENT**

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Analyse the administrative structure, governance mechanisms, and functional processes of the agency.	Analyse	<b>2,6</b>
<b>CO2</b>	Evaluate relevant policies, laws, and government programmes applicable to the client systems of the agency.	Evaluate	<b>5,6</b>
<b>CO3</b>	Apply appropriate development approaches and intervention strategies in the development sector.	Apply	<b>2,3,5</b>
<b>CO4</b>	Apply Participatory Rural Appraisal (PRA) techniques in community settings for need assessment and participatory planning.	Apply	<b>2,5</b>
<b>CO5</b>	Design and implement community and organizational-level interventions, ensuring active people's participation.	Create	<b>3,4,5</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Organizational visits to at least five agencies in the area of specialization	5 days – 18 hours	1.5
2	Concurrent/block Field Practicum for 25 days	25 Days – 198 hours	4.5
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester III and initiatives (Community intervention-1, Study the projects of the agency-2, project proposal- 1, PRA-1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester III	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## **ELECTIVE B: FAMILY AND CHILD WELFARE**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Analyse the administrative structure, service delivery mechanisms, and functioning of the agency working in family and child welfare.	Analyse	<b>2,6</b>
<b>CO2</b>	Evaluate relevant policies, laws, and government programmes applicable to families and children served by the agency.	Evaluate	<b>5,6</b>
<b>CO3</b>	Apply social work intervention skills at individual and group levels in family and child welfare settings.	Apply	<b>2,3,5</b>
<b>CO4</b>	Conduct family assessments and design appropriate family-based interventions.	Create	<b>4,5</b>
<b>CO5</b>	Apply appropriate child-focused interventions in diverse child welfare contexts.	Apply	<b>2,3,5</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Organizational visits to at least five agencies in the area of specialization	5 days – 18 hours	1.5
2	Concurrent/block Field Practicum for 25 days	25 Days – 198 hours	4.5
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester III and initiatives (Organizational Study-1, Intervention: Individual- 3, Group- 1, Family- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester III	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## ELECTIVE C: MEDICAL AND PSYCHIATRIC SOCIAL WORK

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Analyse the administrative structure, service delivery systems, and functioning of medical or psychiatric agencies.	Analyse	<b>2,6</b>
<b>CO2</b>	Explain and evaluate the functioning of the multidisciplinary team in psychiatric settings and the professional role of the social worker within the team.	Evaluate	<b>2,3</b>
<b>CO3</b>	Conduct case history taking and perform mental status examination under supervision in psychiatric settings.	Apply	<b>2,5</b>
<b>CO4</b>	Apply appropriate psychosocial approaches and intervention strategies in medical and psychiatric settings.	Apply	<b>2,3,5</b>
<b>CO5</b>	Design and implement individual and group-level interventions in medical and psychiatric contexts.	Create	<b>3,4,5</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Organizational visits to at least five agencies in the area of specialization	5 days – 18 hours	1.5
2	Concurrent/block Field Practicum for 25 days	25 Days – 198 hours	4.5
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester III and initiatives (Organizational Study-1, Intervention: Case history and mental status examination- 5, individual- 1, Group- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester III	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## **FIELD PRACTICUM 4**

**COURSE CODE: 26P4SWPR4**

**SEMESTER: IV**

**COURSE TITLE: FIELD PRACTICUM IV**

**CREDIT: 6**

**TOTAL HOURS: 216**

### **ELECTIVE A: COMMUNITY DEVELOPMENT**

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Evaluate relevant policies, laws, and government programmes applicable to the client systems of the agency.	Evaluate	<b>5,6</b>
<b>CO2</b>	Assess and design interventions for working with elderly persons in community settings.	Create	<b>2,3,5</b>
<b>CO3</b>	Critically evaluate financial management practices in development organizations.	Evaluate	<b>5,6</b>
<b>CO4</b>	Apply and assess human resource management practices in development settings.	Analyse	<b>1,3,5</b>
<b>CO5</b>	Analyse and contribute to social policy processes in community development contexts.	Evaluate	<b>3,6</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Concurrent/block Field Practicum for 30 Days	30 Days – 216 hours	6
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester IV and initiatives (Evaluation of a project- 1, Preparation of a project-1, community intervention with the participation of the people- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester IV	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## **ELECTIVE B: FAMILY AND CHILD WELFARE**

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Evaluate relevant policies, laws, and government programmes applicable to families and children served by the agency.	Evaluate	<b>5,6</b>
<b>CO2</b>	Assess and design interventions for working with elderly persons within family and community contexts.	Create	<b>2,3,5</b>
<b>CO3</b>	Analyse and apply intervention approaches and strategies employed by the agency in family and child welfare practice.	Analyse	<b>1,2,5</b>
<b>CO4</b>	Design strategies to enhance the meaningful participation of children and youth in development projects.	Create	<b>3,5</b>
<b>CO5</b>	Analyse gender dimensions within agency practice and integrate gender-sensitive approaches into interventions.	Analyse	<b>3,6</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Concurrent/block Field Practicum for 30 Days	30 Days – 216 hours	6
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester IV and initiatives (Interventions: Individual- 4, Group- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester IV	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVA VOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## ELECTIVE C: MEDICAL AND PSYCHIATRIC SOCIAL WORK

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Cognitive Level</b>	<b>PSO</b>
<b>Upon completion of this practicum, students will be able to:</b>			
<b>CO1</b>	Evaluate relevant policies, laws, and government programmes applicable to clients in medical and psychiatric settings.	Evaluate	<b>5,6</b>
<b>CO2</b>	Assess and design interventions for working with elderly persons in medical, psychiatric, or community care settings.	Create	<b>2,3,5</b>
<b>CO3</b>	Assess and design interventions for working with elderly persons in medical, psychiatric, or community care settings.	Analyse	<b>2,3</b>
<b>CO4</b>	Evaluate the functioning of multidisciplinary teams and the role of social workers within such teams.	Evaluate	<b>2,3</b>
<b>CO5</b>	Conduct social diagnosis and design appropriate social work interventions in medical and school settings.	Create	<b>2,4,5</b>

**Field Practicum Requirements:**

SL.NO.	ACTIVITY	MINIMUM REQUIREMENT	CREDIT
1	Concurrent/block Field Practicum for 30 Days	30 Days – 216 hours	6
<b>TOTAL</b>		<b>216 Hours</b>	<b>6</b>

**Field Practicum Evaluation****Internal:**

Sl.no.	Component	Weightage
1	Completion of Field Practicum requirements of semester IV and initiatives (Interventions: Individual- 4, Group- 1)	4
2	Reporting and use of supervision	4
3	Fulfillment of expected competency outcomes of semester IV	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation	1
<b>Total</b>		<b>15</b>

**External: VIVAVOCE**

The external evaluation shall be conducted as a Viva-Voce at the end of each semester by a panel of examiners consisting of an external examiner appointed by the University and an internal examiner appointed by the respective college.

Sl.no.	Component	Weightage
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement, and Reporting	2
3	Professionalism and Competency	1
<b>Total</b>		<b>5</b>

## 6. SYLLABUS OF DISSERTATION

**COURSE CODE: 26P4SWPJ**

**SEMESTER: IV**

**COURSE TITLE: DISSERTATION**

**CREDIT: 3**

**TOTAL HOURS: 54**

Dissertation/Project is a three-credit compulsory core course undertaken by each student during the fourth semester of the programme. Purpose of dissertation/project is to help the student researcher to get an understanding about the steps in social work research and the application of the theory of research methodology in a systematic manner. It shall be carried out under the guidance of a faculty supervisor. Dissertation/Project work shall be completed by working outside the regular teaching hours.

### **Rules for dissertation/project submission**

- ⇒ Report should be at least 100 pages typed on A4-size paper with double spacing
- ⇒ A minimum of three copies should be submitted, of which one has to be submitted to the college, one to the university, and the third one is the personal copy.
- ⇒ It is compulsory for the student to submit the dissertation before the commencement of the 4th semester university examination. In case of non-submission or failure in the project evaluation, the student can submit the dissertation along with the candidates of the 4th semester in the following year and participate in the defence viva.

The total grades will be awarded based on internal and external evaluations.

**The internal: External evaluation would be in 1: 3**

## INTERNAL EVALUATION

Sl. No.	Components	Weights
1	Relevance of the Topic/Area selected	2
2	Synopsis presentation / Experimentation/data collection	4
3	Punctuality	2
4	Compilation/interpretation and analysis of data	4
5	Presentation of the Findings	4
6	Content/ Project Report	4
	<b>Total</b>	<b>20</b>

## External Evaluation of Dissertation

The external evaluation has 30 weights, including the evaluation of the dissertation and the viva voce. Evaluation of the dissertation carries 22.5 weights, and the viva voce has 7.5 weights.

## Project/Dissertation Evaluation & Viva Voce

Sl. No	Criteria	Weight
1.	Relevance of the Topic	3
2.	Review of Literature	3
3.	Research Methodology	6
4.	Analysis and Interpretation	7.5
5.	Implications for Social Work Practice	3
6.	Defence Viva Voce	7.5
	<b>TOTAL</b>	<b>30</b>

## 7. SYLLABUS OF INTERNSHIP

**COURSE CODE: 26P4SWIN**

**SEMESTER: IV**

**COURSE TITLE: INTERNSHIP**

**CREDIT: 5**

**TOTAL HOURS: 180**

### **OBJECTIVES:**

1. The fourth and the last semester block placement is the culmination of practice training and the students are given preference to select their own agency, based on their interest areas within the framework of the specialization area.
2. This placement is meant to give them the opportunity to work as professional Social Workers and take up individual assignments and responsibility.
3. Students could also take up job in an organization and complete this requirement therein, provided that the learning objectives could be ensured.
4. The focus is on 'integrated social work practice', wherein the student is expected to practice adaptively all the methods and skills with the expected attitudinal disposition.
5. The tasks will depend on the agency and the student initiative. (However, the fourth semester framework of tasks could be made use of.)

Internship (Block field placement) is an Integral part of the MSW Programme. It is a five (5) credit course. For the successful completion of the programme, an internship is a compulsory requirement, which shall be done immediately after the 4th semester examination.

### **Requirements**

The duration of the block placement shall be a minimum of 180 hours

A report of block placement prepared by the student and the attendance certificate from the agency where the candidates have been placed should be submitted to the HOD within 5 days after the last day of the block placement.

The Head of the Department should forward the Grades and CGPA of the internship within 10 days of completion of the internship to the University for entering the same in the Final Grade Card of the student.

## Evaluation Criteria for Internship

**INTERNAL (only)**

<b>Sl.no.</b>	<b>Component</b>	<b>Weightage</b>
1	Field Involvement and Initiatives	5
2	Demonstration of Professional Competency	8
3	Reporting	4
4	Presentation	2
	<b>Total</b>	<b>20</b>

## 8. SYLLABUS OF COMPREHENSIVE VIVA

**COURSE CODE: 26P4SWCV**

**SEMESTER: IV**

**COURSE TITLE: COMPREHENSIVE VIVA**

**CREDIT: 1**

Comprehensive Viva Voce shall be conducted at the end semester of the programme. The Viva covers questions from all courses in the programme. The Viva Voce shall be conducted by a team comprises of External Examiner appointed by the university and an Internal Examiner appointed by the college.

The viva voce (external) will be conducted based on the following Components:

<b>SL.NO.</b>	<b>COMPONENTS</b>	<b>WEIGHTAGE</b>
1	Comprehensive knowledge of the courses	20
2	Applications and insights of social work methods in the context of Field Practicum	5
3	Overall performance in the viva voce examination	5
<b>TOTAL</b>		<b>30</b>

## 9. MODEL QUESTION PAPER

### SACRED HEART COLLEGE (AUTONOMOUS), THEVARA

#### MASTER OF SOCIAL WORK-SEMESTER I- END SEMESTER EXAMINATION

(2026 ADMISSION ONWARDS)

**COURSE CODE: 26P1SWT02**

**COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT**

**Time: 3 Hours**

**Total Weight: 30 Marks**

#### SECTION A

**Answer any 8 out of 10 questions**

**Weight: 1 × 8 = 8**

1. Define the Bio-psychosocial perspective. (Remember, CO1)
2. List the major parts of the brain and mention one function of each. (Understand, CO1)
3. State any four principles of growth and development. (Remember, CO2)
4. What is genetic transmission? (Understand, CO2)
5. Mention the stages of Freud's Psychoanalytic Theory. (Remember, CO3)
6. What is attachment behaviour in infancy? (Understand, CO4)
7. Define puberty and mention two major changes during this stage. (Understand, CO5)
8. What is ageism? (Remember, CO6)
9. List the stages of grief according to Elisabeth Kübler-Ross. (Remember, CO6)
10. State the importance of play in early childhood. (Understand, CO5)

#### SECTION B

**Answer any 6 out of 8 questions**

**Weight: 2 × 6 = 12**

11. Explain the multidimensional approach to understanding human behaviour using the bio-psychosocial model. (Analyse, CO1)
12. Describe the structure and functions of the brain in relation to learning and memory. (Understand, CO1)
13. Explain the influence of heredity, family, and community on human development. (Analyse, CO2)
14. Discuss Erik Erikson's Psychosocial Theory of development. (Understand, CO3)
15. Explain Jean Piaget's stages of cognitive development with examples. (Analyse, CO3)

16. Describe prenatal development and the importance of prenatal care. (Understand, CO4)
17. Explain the developmental tasks and hazards of adolescence. (Analyse, CO5)
18. Discuss the stages of grief and their relevance in social work practice. (Apply, CO6)

### SECTION C

**Answer any 2 out of 4 questions**

**Weight: 5 × 2 = 10**

19. Critically examine major theories of human development (Freud, Erikson, Piaget, and Behavioural Theories) and analyse their relevance to social work practice. (Evaluate, CO3)
20. Discuss the stages of human development from infancy to adolescence, highlighting developmental tasks, hazards, and psychosocial adjustments. (Analyse, CO4, CO5)
21. Explain the characteristics, developmental tasks, and adjustments in early, middle, and late adulthood. Discuss the implications for social work intervention. (Apply, CO6)
22. Examine the importance of developmental psychology in social work practice across the lifespan with suitable examples. (Evaluate, CO6)

