

Master of Social Work



**ST.ALBERT'S COLLEGE(AUTONOMOUS),
ERNAKULAM**

Affiliated to Mahatma Gandhi University,Kottayam, Kerala

SYLLABUS FOR POSTGRADUATE PROGRAMME

MASTER OF SOCIAL WORK

UNDER CHOICEBASED CREDIT SYSTEM
(WITH EFFECT FROM 2021 ADMISSION)

Master of Social Work

Syllabus of Master of Social Work

Proposed by the Board of Studies on 15th April 2021

Fr. Jolly John Odathakkal

Chairman, Board of Studies

Approved by the Academic Council on 3rd May 2021

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Chairman, Academic Council.

Adopted by the Governing Council on 25th May 2021

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Preface

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people, assisting them at the individual, group, and community levels to fulfil their unmet needs and find the solutions to the problems which inhibit them from leading a meaningful and satisfying life in the society. The profession is primarily concerned with the advancement of the economic interest of the people with social justice. At the same time, it helps to seek a deeper source of happiness, i.e. self-realisation. Social workers view people and their environment as integrally intertwined and interdependent. As service professionals and change agents, social workers work with individuals to effect personal changes and share a commitment to working towards changes in institutions and society. The profession is committed to encouraging people to take a broad view of the issues and challenges confronting any person, group, or organisation, emphasising taking a holistic view of human life.

A strong foundation of social work education and practise is based on three primaries (Social Casework, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the classroom settings, solid fieldwork orientation promotes social change and social development by professionals working towards empowering people. Social work believes in individual freedom, human rights and individual and collective responsibility where the welfare of the people is at the centre stage, i.e. there is no clash of interest between society and its units. It prepares human beings at different stages of their life to face and address the challenges, and for this, it draws the knowledge, theories, skills, values and norms from many other social sciences.

Social work firmly believes in the inherent and hidden potential of the people and the need-based optimum use of the available resources in the environment. It focuses on individual well-being in a social context that would lead to more extensive collective growth and well-being. As a profession, social work believes in the interplay of personal and environmental resources that impact each other, contributing positively to the growth and development of the people and

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society. Professional social workers are always aware and sensitive to the cultural and ethnic diversities and crunch of resources that leads to discrimination, poverty, unemployment, deprivation, and injustice. It, therefore, strives to enable people to fight against these. Social work activities are found in direct and indirect services like direct practice, supervision, consultation, administration, counselling, advocacy, social action, extension work, policy planning and development, education, research and evaluation. Each has its arena of practice, in seclusion or as is primarily seen in conjunction. Theories of Social Work practice have made sense of many unknown social phenomena, and over decades to come up with a vivid picture of social realities.

Social Work is a dynamic profession and always endeavours to respond to fresh challenges. Located in the very depth of the socio-cultural milieu, its very existence depends on this response to a changing context. It addresses the concerns of society and develops young social work professionals with the best knowledge, skills and attitudes.

As is the case with other professions, Social Work has a 'science' and an 'art'. Besides its core domains, it draws upon other disciplines. Over the years, all professions have grown, and with the expansion of knowledge, the boundaries between different disciplines have become porous. It, therefore, emerges (a) that curricula need to be revisited and revised; (b) supportive knowledg

Acknowledgement

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The Master of Social Science in Social Work (MSW) Programme is a professional training programme that leads to the professional qualification of a Social Worker. The course work of the Programme aims to provide students with a solid conceptual framework and a theoretical foundation of social work practice. To develop social work knowledge and skills, and to help students cultivate a positive identification with social work values and the ethics of the social work profession are the aims of this Programme. In addition to the academic content, students are required to undertake supervised practice in different social service agencies/communities. This programme equips students with advanced training in knowledge and skills to reflect and resolve conflicts within themselves and to help disadvantaged groups. Through these academic and training engagements, students are prepared for a career in professional social work.

The curriculum of the Master of Social Work (MSW) Programme is designed to meet the requirements as per the programme's objectives, which is to prepare the students to build a career in Social Work Profession and Development sector. The professional education in social work equip the students to confidently engage in the practices of counselling, group work, and community work, research, policy formulation and analysis, advocacy and social & political interventions. There are a number of promising career opportunities open for these graduates in the areas like: Rural and Urban Community Development, Hospital Social Work, Psychiatric Social Work, Industrial Counselling, Family Counselling, Child Welfare, Administration of NGOs, Corporate Social Responsibility, Human Rights, Environment and Disaster Management, Project Preparation & Evaluation and Field level Research Projects.

The MSW programme is organized into four semesters with elective (specialization) courses offered as three specialization groups in:

- Community Development (CD)
- Family and Child Welfare (FCW)
- Medical and Psychiatric Social Work (MPSW)

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There are TEN courses in the first and second semesters along with field practicum. In the third semester there are two core as well as 3 elective courses each in each specialization group along with field practicum. In the fourth semester there are two core courses and two elective courses, field practicum apart from project/dissertation. Field Practicum (field education) is an integral part of the training in social work education with the objective of helping the students to develop the skills, attitudes and values and personality characteristics essential for a professional social worker. The students are to be placed in local self government institutions, welfare agencies, development organizations, community based organizations of children, youth, women and elderly, hospitals etc. for field work training. The training equips the students to get hands on training in different areas as well as according to their specialization.

Board of Studies

No	Name	DesignationandAddress
Chairman		
1	Fr.Jolly John Odathakkal	HoD, Department of Social Work St. Alberts College,Ernakulam
Members-Teachers		
2	Dr Lizy PJ	Associate Professor, Rajagiri College of SocialSciences,Kalamassery,Ernakulam
2	Dr Anish K R	AssistantProfessor,Rajagiri College ofSocial Sciences,Kalamassery,Ernakulam
3	Dr.Suni Rose	Assistant Professor, Rajagiri College of SocialSciences,Kalamassery,Ernakulam
4	Dr Sheena Rajan Philip	AssistantProfessor,BharatMathaCollege Thrikkakara,Ernakulam
5	Dr.Ipe Varghese	AssistantProfessor,BCMCollegeKottayam
6	Dr Jolly K James	Assistant Professor,BCMCollege, Changanassery
7	Dr Deepa Rasheed	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam
8	Mrs.Roal Roy	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam
9	Ms. Navya K S	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam
10	Mrs.BeneeWilson	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam

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11	Mrs.Dinu Simon	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam
12	Mr.Ashwin Mathew	Assistant Professor, St. Alberts College, (Autonomous) Ernakulam
Placement Representatives		
13	Mr Joseph Jude	President,Kerala LabourMovement
14	Fr Jince Padinjeryi Lcmi	Secretary, Cyriac Elias Voluntary Association (CEVA),Ernakulam
Meritorius Alumnus		
15	Ashwin Mathew	Research Scholar

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Introduction

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Aim of the Program

1. To facilitate the learners to develop the foundations of social work practice by providing the theoretical input on the philosophy, values, methods, fields and approaches of human service profession and human resource management.
2. To sensitize the learners about the contemporary socio-economic and cultural realities through field based learning and proficiency in helping skills and effective intervention strategies.
3. To develop a professional approach in addressing human societal needs and become effective and efficient change agents in the social milieu.
4. To develop an insight into one's professional self and purposive use of the same in professional practice through integral transformative practices.
5. To sharpen the learners' skills in conceptualization, scientific assessment, analysis & interpretation and planning & intervention.

The major learning outcomes of the graduating students are the competence to demonstrate the professional knowledge of interdisciplinary foundations and theories, methods and practice models and skills in the practice with individuals, families, and groups, or leadership

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in the practice, the ability in analysing, evaluating public policies and programmes and drafting of model policies leading to research integrated practices.

Eligibility for Admissions

Candidates for admission to the first semester of the MSW programme shall be required to have passed any Degree Examination with a minimum of 45% marks of Mahatma Gandhi University as specified or any other examination of any recognized University or authority accepted by the Academic Council of Mahatma Gandhi University as equivalent thereto.

Method of selection of students

The candidates seeking admission shall have to attend Entrance test, Group discussion and Interview conducted by St. Albert's College.(Autonomous). Rank list is prepared based on the scores obtained in entrance examination conducted by the St. Albert's College.(Autonomous).

Medium of Instruction and Assessment

The medium of instruction and assessment of MSW Programme will be English

Faculty under which the Degree is awarded

Students shall be admitted to and awarded degree of MSW under the Faculty of Social Sciences.

Specializations offered, if any

The MSW programme is organized into four semesters with elective (specialization) courses offered in three groups of Specializations:

1. Community Development (CD)
2. Family and Child Welfare (FCW)

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3. Medical and Psychiatric Social Work (MPSW)

Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees

The MSW Programme comply with UGC Minimum Standards for the conduct and award of Post Graduate Degrees

Selection of courses under specialisation

There 5 courses in each specialisation in third semester. Students have the choice to take any three courses. In fourth semester, students have choice to select any two out of four specialisation courses

PROGRAMME SPECIFIC OUTCOMES

PSO. NO	Programme Specific Outcomes Upon completion of these courses the Postgraduates would have
PSO-1	Professionally engage in upholding social work values and ethics
PSO-2	Communicate effectively in working with individuals and groups
PSO-3	Perform research-oriented practice and practice-oriented research
PSO-4	Engage in policy practices for advancing human rights and socio-economic, political and environmental justice

Regulations

1. SHORT TITLE

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1.1. These regulations shall be called SACA Regulations (2020) governing Post Graduate Programmes under Credit Semester System (SACA-PG-CSS 2020).

1.2. These Regulations shall come into force from the Academic Year 2020-2021 onwards.

2.

3. Scope

3.1. The regulations provided herein shall apply to all Regular Post-graduate) conducted in the Institution, with effect from the academic year 2020-2021.

3.2. The provisions herein supersede all the existing regulations for the regular post-graduate programmes conducted in the Institution.

4. DEFINITIONS

4.1. 'Academic Council' means the Committee constituted by the Governing body under this regulation to monitor the running of the post-graduate programmes under the Credit Semester System (SACA-PG-CSS 2020).

4.2. 'Academic Week' is a unit of five working days in which distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day. A sequence of minimum of 18 such academic weeks constitutes a semester.

4.3. 'Audit Course' is a course for which no credits are awarded.

4.4. 'CE' means Continuous Evaluation (Internal Evaluation)

4.5. 'Comprehensive viva-voice' means the oral examinations conducted by the appointed examiners and shall cover all courses of study undergone by a student for the programme.

4.6. 'Core Course' means a course which cannot be substituted by any other course.

4.7. 'Course' means a course segment of subject matter to be covered in a semester. Each

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course is to be designed variously under lectures/ tutorials/ laboratory or fieldwork/ seminar/ project/ practical training/ assignments/ viva-voice etc., to meet effective teaching and learning needs.

- 4.8. 'Course Code' means a unique alphanumeric code assigned to each course of a programme.
- 4.9. 'Course Credit' on credit of a course is defined as a minimum of 1 hour lecture /minimum of two hours lab field work per week for 18 weeks in a Semester. The course will be considered as completed only by conducting the final examination.
- 4.10. 'Course Teacher' means the teacher of the institution in charge of the course offered in the programme.
- 4.11. 'Credit (Cr)' of a course is a numerical value which depicts the measure of the weekly unit of work assigned for that course in a semester
- 4.12. 'Credit point (CP)' of a course is the value obtained by multiplying the Grade Point (GP) by the credit (Cr) of the course $CP = GP \times Cr$.
- 4.13. 'Cumulative Grade point average (CGPA)' is the value obtained by dividing the sum of credit points of all the courses taken by the students for the entire programme by the total number of credits and shall be rounded off to two decimal places. CGPA determines the overall performance of a student at the end of the programme. (CGPA = total CGPA obtained /Total credits of the programme)
- 4.14. 'Department' means any teaching Department in the Institution offering a programme of study approved as per the Act/ statutes of the University.
- 4.15. 'Department Council' means the body of all teachers of a Department in a college.
- 4.16. 'Dissertation' means a long document on a particular subject in connection with the project/ research/ field work etc.

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- 4.17. 'Duration of a Programme' means the period of time required for the conduct of the programme. The duration of the post-graduate programme shall be 4 semesters spread over two academic years.
- 4.18. 'Elective course' means a course, which can be substituted, by an equivalent course from the same subject.
- 4.19. 'Elective Group' means a group consisting of elective courses for the programme.
- 4.20. 'ESE' means End Semester Evaluation (External Evaluation).
- 4.21. 'Evaluation' is the process by which the knowledge acquired by the student is quantified as per the criteria detail in these regulations.
- 4.22. 'External Examiner' is the teacher appointed from other colleges for the valuation of courses of study undergone by the students in a college. The external examiner shall be appointed by the College.
- 4.23. 'Exam Coordinator' is a teacher nominated by the Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department of the college.
- 4.24. 'Grace Grade Points' means grade points awarded to course(s), in recognition of the students' meritorious achievement in NSS/Sports/ Arts and cultural activities etc.
- 4.25. 'Grade point (GP) letter grade is assigned a 'Grade point' (GP) which is an integer indicating the numerical equivalent of the board level of performance of a student in a course.
- 4.26. 'Grade Point Average (GP)' is an index of the performance of 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. ($GPA = \frac{\sum WGP}{\sum W}$).
- 4.27. 'Improvement course' is a course registered by a student for improving his/ her

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performance in that particular course.

- 4.28. 'Internal Examiner' is a teacher nominated by the department concerned to conduct internal evaluation.
- 4.29. 'Letter Grade' or 'Grade' for a course is a letter symbol (A⁺, A, B⁺, B, C, C⁺, D) which indicates the broad level of performance of a student for a course.
- 4.30. 'SACA-PG-CSS 2020' means St. Albert's College Autonomous Regulations Governing Post Graduate Programmes under Credit Semester System, 2020.
- 4.31. 'Parent Department' means the Department which offers a particular post graduate programme.
- 4.32. 'Plagiarism' is the unreferenced use of other authors' material in dissertations and assignments and is a serious academic offence.
- 4.33. 'Programme' means the entire course of study and examinations.
- 4.34. 'Project' is a core course in a programme. It means a regular project work with stated credits on which the student undergoes a project under the supervision of a teacher in the parent department/ any appropriate research center in order to submit a dissertation on the project work as specified. It allows students to work more autonomously to construct their own learning and culminate in a realistic, student-generated product for findings.
- 4.35. 'Repeat course' is a course that is repeated by the student for having failed in that course in an earlier registration.
- 4.36. 'Semester' means a term consisting of a minimum of 90 working days, inclusive of examinations, distributed over a minimum of 18 weeks of 5 working days each.
- 4.37. 'Seminar' means a lecture given by the student on a selected topic and is expected to train the student in self-study, collection of relevant matter from various resources,

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editing, document writing and presentation.

- 4.38. 'Semester Grade Point Average'(SGPA) is the value of trained 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 for the course in that semester. The SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of the semester ($SGPA = \frac{\text{Total CP obtained in the semester}}{\text{Total Credits for the semester}}$).
- 4.39. 'Tutorial' means a class to provide an opportunity to interact with students at their individual level to identify the strength and weakness of individual students.
- 4.40. 'University' means Mahatma Gandhi University, Kottayam, Kerala.
- 4.41. 'College' means St. Albert's College (Autonomous), Ernakulam, Kerala.
- 4.42. 'Weight' is a numeric measure assigned to the assessment units of various components of a course of study.
- 4.43. 'Weighted Grade Point'(WGP) is the grade point multiplied by weight. ($WGP = GP \times W$).
- 4.44. 'Weighted Grade Point Average (WGPA)' is an index of the performance of a student in a course. It is obtained by dividing the sum of the weighted grade points by the sum of the weights. WGPA shall be obtained for CE (Continuous Evaluation) and ESE (End Semester Evaluation) separately and then the combined WGPA shall be obtained for each course.
- 4.45. Words and expressions used and not defined in this regulation but defined in the Mahatma Gandhi University Act and Statutes that you shall have the meaning assigned to them in the Act and Statute.

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5. ACADEMIC COUNCIL: COMPOSITON OF ACADEMIC COUNCIL

5.1. The Principal (Chairman)

5.2. All Heads of the Departments

5.3. Four teachers of the college representing different categories of teaching staff by rotation on the basis of seniority of service in the college.

5.4. Not less than four experts/academicians from outside the college representing areas such as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences etc., to be nominated by the Governing Body.

5.5. Three nominees of the university not less than Professors.

5.6. A faculty member nominated by the Principal (Member Secretary).

6. PROGRAMME STRUCTURE

6.1. The medium of instruction shall be English except for programmes under Faculty of Language and Literature.

6.2. Student shall be admitted to post graduate programmes under various faculties. The programme shall include three types of courses, Core courses, Elective courses and Common core courses. There shall be a project with the dissertation and comprehensive viva-voce as core courses for all programmes. The programme shall also include assignments/ seminars/practicals project field studyetc.

6.3. Elective course and Groups

6.3.1. There shall be at least two and not more than four elective groups (Group A, Group B, Group C, etc.) comprising of three courses each for a programme and these elective courses shall be included either in the fourth semester or be distributed among third and fourth semesters.

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- 6.3.2. The number of elective courses assigned for study in a particular semester shall be the same across all elective groups for the programme concerned.
- 6.3.3. The colleges shall select any one of the elective groups for each programme as per the interest of the students, availability of faculty and academic infrastructure in the Institution.
- 6.3.4. The selection of courses from different elective groups is not permitted.
- 6.3.5. The elective group selected by the college shall be intimated to the Controller of Examinations without within two weeks of commencement of the semester in which the elective courses are offered. The elective group selected by the college for the students who are admitted in a particular academic year shall not be changed.
- 6.4. Project work
- 6.5. Project work shall be completed in accordance with the guidelines given in the curriculum and shall be carried out under the supervision of a teacher of the department concerned. A candidate may, however, in certain cases be permitted to work on the project in an Industrial/ Research Organization on the recommendation of the supervising teacher.
- 6.6. There shall be internal assessment and external assessment for the project work.
- 6.7. The project work shall be evaluated based on the presentation of the project work done by the student, the dissertation submitted and the Viva-voce on the project.
- 6.8. The external evaluation of the project work shall be conducted by an external examiner from different college and an internal examiner from the college concerned.
- 6.9. The final Grade of the project (External) shall be calculated by taking the average of the Weighted Grade Points given by the two external examiners and the internal examiner.
- 6.10. **Assignments:** Every student should submit at least one assignment as an internal

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component for each course.

- 6.11. **Seminar Lecture:** Each student shall deliver one seminar lecture as an internal component for every course with a weightage of two. The seminar lecture is expected to train the student in self-study, collection of relevant matter from the various resources, editing, document writing, and presentation.
- 6.12. **Test Papers (Internal):** Student shall undergo at least two class tests as an internal component for each course with a weightage of one each. The best two shall be taken for awarding the grade for class tests.
- 6.13. No course shall have more than 5 credits unless otherwise specified.
- 6.14. **Comprehensive Viva-Voce:** Comprehensive Viva-voce conducted at the end of fourth semester of the programme and its evaluation shall be conducted by the examiners of the project evaluation.
 - 6.14.1. Comprehensive Viva-Voce cover questions from all courses in the programme.
 - 6.14.2. There shall be an internal assessment and an external assessment for the comprehensive Viva-voce.

7. Attendance

- 7.1. The minimum requirement of aggregate attendance during a semester for operating at the end-semester examination shall be 75%. Condonation of shortage of attendance for students having a minimum of 65% attendance, (up to a maximum of 10 days) in a semester subject to a maximum of two times during the whole Period of the programme may be granted by the College.
- 7.2. If a student represents his/her institution, University, State or Nation in Sports or Cultural or any other officially sponsored activities such as College Union/ University Union etc. he/ she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 10 days in a semester based on the specific

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recommendations of the teacher concerned, class tutor, Head of the Department forwarded through the Dean Students Affairs subjected to the approval of the Principal. For exceptional achievements/situations, the Principal may recommend for the award of additional attendance to the Governing Body.

- 7.3. Those who could not register for the examination of a particular semester due to shortage of attendance will not be able to repeat the semester and will be removed from the rolls.

8. Registration/Duration

- 8.1. A student shall be permitted to register for the programme at the time of admission.
- 8.2. A student who has registered for the programme shall complete the programme within a period of four years from the date of commencement of the programme.

9. Admission

- 8.1 The admission to all regular PG programme shall be through the Centralised Allotment Process of the College.
- 8.2 If there is an entrance examination specified for the admission for a particular programme, it will be as per the directions of the office of the CoE of the college.
- 8.3 The eligibility criteria for admission to PG programmes shall be published by the College in the prospectus.

9 Admission Requirements

- 9.1 Candidates for admission to the first semester of the PG programme through CSS shall be required to have passed an appropriate Degree Examination of any recognized university/institutions. Other eligibility requirements for specific programmes will be published in the prospectus.
- 9.2 Students admitted under this programme are governed by the Regulations of the College.

10 Promotion

- 10.1 A student who registers for a particular semester examination shall be promoted to the next semester.

11 Examinations

- 11.1 There shall be an examination conducted by St. Albert's College, (Autonomous) at the end of each semester.
- 11.2 Practical Examination shall be conducted by the College at the end of semester or at the end of even semester as prescribed in the syllabus of the particular programme. The number of examiners for the Practical Examination shall be prescribed by the Board of Studies of the program.
- 11.3 End Semester Examinations: The examinations shall normally be conducted at the end of each semester.
- 11.4 There shall be one End-semester examination of 3 hours duration for each lecture based courses.
- 11.5 A question paper may contain short answer type/annotation, short essay type questions problem and long essay type questions. Different types of questions shall have different weightages.

12 Evaluation And Grading

- 12.1 **Evaluation:** The evaluation scheme for each course shall contain two parts; (a) End Semester Evaluation (ESE) (External Evaluation) and (b) Continuous Evaluation (CE) (Internal Evaluation). The ratio of weightage between internal and external is 1:3 (unless for the courses, it is otherwise specified by the BoS). Both End Semester Evaluation (ESE) and Continuous Evaluation (CE) shall be carried out using direct grading system.
- 12.2 Direct grading: The direct grading for CE (Internal) and ESE (External Evaluation) shall

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bebased on 6 letter grades (A+, A, B, C, D and E) with numerical values of 5, 4, 3, 2, 1 and 0 respectively.

- 12.3 Grade Point Average GPA: internal and external components are separately graded and the combined grade point with weightage 1 for internal and 3 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization provided.
- 12.4 Internal evaluation for regular programme: The internal evaluation shall be based on a predetermined transparent system involving periodic written tests, assignments, seminars, lab skills, records, Viva-voce etc.
- 12.5 Components of internal (CE) and external evaluation (ESE): Grades shall be given to the evaluation of theory/ practical/ project/ comprehensive Viva-voce and all internal evaluations based on the Direct Grading System.
- 12.6 Proper guidelines shall be prepared by the BOS for evaluating the assignment, seminar, practical, project and the comprehensive viva-voce within the framework of the regulation.
- 12.7 There shall be no separate minimum grade point for internal evaluation.
- 12.8 The model of the components and its weightages of continuous evaluation (CE) and End Semester Evaluation (ESE) are Shown in below:

a) For theory (CE)(Internal)

	Components	Weightage
i.	Assignment	1
ii.	Seminar	2

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iii.	Best Two Test papers	2(1 each)
Total		5

(Grades of best two test papers shall be considered. For test papers all questions shall be set in such a way that the answers can be awarded A+, A, B, C, D, E grade.)

a) For the theory (ESE) (External)

Evaluation is based on the pattern of questions specified 12.16.5

For practical

Evaluation component -

1. The external evaluation component to the Field Practicum evaluation of Semester 1, 2, 3 and 4 with 25% weightage (75% internal evaluation, 15 weights and 25% external evaluation - 5 weights).

2. The external evaluation shall be conducted as 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.

3. The Internship (Block field placement PFL4CRP02-SEMESTER 4) shall be evaluated as internal only. There shall be no external evaluation for the internship.

4. Evaluation Criteria:

The evaluation of Field Practicum (external and internal) shall be as follows:

Evaluation Criteria for Field Practicum PFL1CRP0120, PFL2CRP0120, PFL3CRP0120, PFL4CRP0120

INTERNAL

No:	Component	Weightage
1	Completion of Field Practicum requirements of respective semesters and initiatives	4
2	Reporting and use of supervision	4
3	Fulfilment of expected competency outcomes of respective semesters	4

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4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation 1	1
	Total	15

[The components and the weightage of the practical (Internal) can be modified by the concerned BOS without changing the total weightage 15.]

EXTERNAL-VIVA VOCE

NO:	COMPONENT	WEIGHTAGE
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement and Reporting	2
3	Professionalism and Competency	1
	TOTAL	5

(The components and the weightage of the components of the practical (External) can be modified by the concerned BOS without changing the total weightage 5.)

EVALUATION CRITERIA –INTERNAL- INTERNSHIP PFL4CRP02-SEMESTER 4

NO:	COMPONENT	WEIGHTAGE
1	Field Involvement and Initiatives	5
2	Demonstration of Professional Competency	8
3	Reporting	5
4	Presentation	2
	Total	20

a) For Project (CE) (Internal)

Components	Weightage
Relevance of the topic and analysis	2
Project content and presentation	2

Project viva	1
Total	5

(The Components and the weightage of the components of the project (Internal) can be modified by the concerned BOS without changing the total weightage 5.)

a) For Project (ESE) (External)

Components	Weightage
Relevance of the topic and analysis	3
Project content and presentation	7
Project viva	5
Total	15

(The Components and the weightage of the components of the project (External) can be modified by the concerned BOS without changing the total weightage 15.)

a) Comprehensive viva-voce (CE)(internal)

Components	Weightage
Comprehensive viva-voce (all courses from first semester to fourth semester)	5
Total	5

(Weightage of the components of the comprehensive viva-voce(internal) shall not be modified.)

a) Comprehensive viva-voce (CE)(External)

Components	Weightage
Comprehensive viva- voce (all courses from first semester to fourth semester)	15
Total	15

(Weightage of the components of the comprehensive viva-voce(external) shall not be modified unless specified by the respective BoS for a particular course.)

- 12.9 All grade point averages shall be rounded to two decimal points.
- 12.10 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 at least one week before the commencement of the external examination.
- 12.11 There shall not be any chance for improvement for internal grade.
- 12.12 The course teacher and the Exam coordinator shall maintain the academic details of each student registered for the course and a copy should be kept in the department for verification for at least five years after the student completes the programme.
- 12.13 **External evaluation:** The external examination in theory courses is to be conducted by the College at the end of the semester. The answers should be in English except those for the Faculty of Languages. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. The external evaluation shall be done immediately after the examination.
- 12.14 Photocopies of the answer scripts of the external examination shall be made available to the students on request as per the rules prevailing in the College.
- 12.15 The question paper should be strictly on the basis of model question papers set and the

directions prescribed by the BOS/Governing Body of the college for each programme.

13 Pattern of questions

- 13.1 Questions shall be set to access the knowledge acquired, standard application of Knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightages shall be given to each module based on content/ teaching hours allotted to each module.
- 13.2 The question setter shall ensure that questions covering all outcomes are met.
- 13.3 A question paper shall be a judicious mix of short answer type, short essay type/ problem solving type and long essay type questions.
- 13.4 The questions shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, E grades.
- 13.5 Weight: Different types of questions shall be given different weights to quantify their range as follows:

Sl. No.	Type of Questions	Weight	Number of questions to be answered
1	Short Answer type questions	1	8 out of 10
2	Short essay/ problem solving type questions	2	6 out of 8
3	Long Essay type questions	5	2 out of 4

- 13.6 **Pattern of questions for practical:** the pattern of questions for external evaluation of practical shall be prescribed by the Board of Studies.
- 13.7 **Direct grading System:** Direct Grading System based on a 6-point scale is used to

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evaluate the Internal and External examinations taken by the students for various courses of study.

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

a) Performance Grading

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

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)

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2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal(pass)
up to 1.99	D	Deficient(Fail)

No separate minimum is required for internal evaluation for a pass, but a minimum C grade is required for a pass in an external evaluation. However, a minimum C grade is required for pass in a course.

A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

Improvement of course: The candidates who wish to improve the grade/ grade point of the external examination of a course/ courses he/she has passed can do the same by appearing in the external examination of the semester concerned along with the immediate junior batch. This facility is restricted to first and second semesters of the program.

Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) calculations. The **SGPA** is the ratio of the sum of the credit points of all courses taken by a student in the semester to the total credit for that semester. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below.

$$\text{Semester Grade Point Average –SGPA (S}_j\text{)} = \sum(C_i \times G_i) / \sum C_i$$

$$(\text{SGPA} = \text{Total credit Points awarded in all semesters} / \text{Total credits of the semester})$$

Where 'S_j' is the jth semester, 'G_i' is the grade point scored by the student in the ith course 'C_i' is the credit of ith course.

a) Cumulative Grade Point Average (CGPA) of a programme is calculated using the formula:-

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

(CGPA = Total credit Points awarded in a semester / Total credits of the programme)

Where 'C_i' is the credits for the ith semester 'S_i' is the **SGPA** for the ith semester. The **SGPA** and **CGPA** shall be rounded off to 2 decimal points.

For the successful completion of semester, a student shall pass all courses and score a minimum SGPA of 2.0 . However, a student is permitted to move to the next semester irrespective of her/his **SGPA**.

3. Grade Card

- A. The College under its seal shall issue to the students, a consolidated grade card on completion of the programme, which shall contain the following information.
- Name of College
 - Name of the University
 - Title of the PG Program
 - Name of the Semesters
 - Name and Register Number of the student
 - Code, Title, Credits and Max GPA (Internal, External & Total) of each course (theory & Practical), project, viva etc., in each semester.
 - Internal, external and total grade, Grade Point (G), Letter Grade and Credit point (P) in each course opted in the semester.
 - The total credits and total credit points in each semester
 - Semester Grade Point Average (SGPA) and corresponding Grade in each semester

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- j. Cumulative Grade Point Average (CGPA), Grade for the entire Program.
- k. Separate Grade card will be issued at the request of candidates and based on College Guidelines issued from time to time.
- l. Details of description of evaluation process-Grade and Grade Point as well as indicators, calculation methodology of SGPA and CGPA as well as conversion scale shall be shown on the reverse side of the grade card.

4. **Award Of Degree**

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

5. **Monitoring Committee**

There shall be a Monitoring Committee constructed by the Principal to monitor the internal evaluation conducted by departments.

6. **Position Certificate**

The College shall publish the list of top 3 candidates for each programme after the publication of the programme results. Position certificate shall be issued to candidates on their request.

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 that rank/position. Position certificates shall be signed by the Controller of Examinations.

7. **Grievance Redressal Committee**

In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

- a. **Class Level:** The cell is chaired by the class tutor and the course teacher or a teacher

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nominated by the Head of the Department.

- b. **Department level:** The College shall form a Grievance Redressal Committee in each department comprising of the course teacher and one senior teacher as members and the Head of the Department as Chairperson. The committee shall address all grievances relating to the internal assessment grade of the students.
- c. **College level:** A committee with the Principal as Chairman, Dept. Coordinator, HOD of concerned Department and a senior teacher nominated by the Executive Committee as members.

8. Transitory Provision

Notwithstanding anything contained in these regulations, the Governing Body shall, for a period of two years from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

Credits allotted for program and Courses

- a. Total credit for each program shall be 90
 - b. Semester-wise total credit can vary from 16 to 25.
 - c. The minimum credit of a course is 3 and maximum credit is 5 except for M.Voc, MBA and MSW.
- 9. **Course code:** The course codes assigned for all courses (core courses, elective courses, common courses etc.) shall be unique.
 - 10. **Models of distribution of courses, course codes, type of the course, credits, teaching hours for a program are given in the following table.**

Example **Programs with the practical-Total Credits 90-** scheme of the syllabus

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Semester	Course Code	Course name	Type of the course	Teaching Hours Per Week	Credit	Total Credits
I	Course.code1	Name1	Core	5	3	21
	Course.code2	Name2	Core	5	3	
	Course.code3	Name3	Core	5	3	
	Course.code4	Name4	Core	5	3	
	Course.code5	Name4	Core	5	3	
	Practical Course.code6	Name5	Core	12	6	
II	Course.code7	Name1	Core	5	3	21
	Course.code8	Name2	Core	5	3	
	Course.code9	Name3	Core	5	3	
	Course.code10	Name4	Core	5	3	
	Course.code11	Name4	Core	5	3	
	Practical Course.code12	Name5	Core	12	6	
III	Course.code13	Name11	Core	5	3	21
	Course.code13	Name12	Core	5	3	
	Course.code14	Name13	Core	5	3	
	Course.code15	Name14	Core	5	3	
	Course.code16	Name14	Core	5	3	

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	Practical Course.code18	Name15	Core	12	6	
IV	Course.code19	Name16	Elective	5	3	21
	Course.code20	Name17	Elective	5	3	
	Course.code21	Name18	Elective	5	3	
	Course.code22	Name18	Elective	5	3	
	Practical- Course.code23	Name19	Core	12	5	
	Project- Course.code24	Name20	Core		5	
	Comprehensive viva- voce - Course.code 25	Name 21	Core		2	
	Total					90

Appendix

1. Evaluation first stage-Both internal and external (to be done by the teacher)

Grade	Grade Points
A+	5
A	4

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B	3
C	2
D	1
E	0

The final Grade range for courses SGPA and CGPA

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
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
Up to 1.99	D	Deficient (Fail)

Theory -External – ESE

Maximum weight for external evaluation is 30. Therefore, Maximum Weighted Grade Point (WGP) is 150

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Type of Question	Qn. No's	Grade Awarded	Grade point	Weights	Weighted Grade Point
Short Answer	1	A+	5	1	5
	2	-	-	-	-
	3	A	4	1	4
	4	C	2	1	2
	5	A	4	1	4
	6	A	4	1	4
	7	B	3	1	3
	8	A	4	1	4
	9	B	3	1	3
	10	-	-	-	-
Short Essay	11	B	3	2	6
	12	A+	5	2	10
	13	A	4	2	8
	14	A+	5	2	10
	15	-	-	-	-
	16	-	-	-	-
	17	A	4	2	8
	18	B	3	2	6

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Long Essay	20	A+	5	5	25
	21	-	-	-	-
	22	-	-	-	-
	23	B	3	5	15
			TOTAL	30	117
Calculation: Overall Grade of the theory paper = Sum of Weighted Grade Points /Total weight 117/30 = 3.90 = Grade B					

Theory- Internal-CE

Maximum weight for internal evaluation is 5. Therefore, Maximum weight Grade Point (WGP) is 25.

Components	Weight (W)	Grade Awarded	Grade Point(GP)	WGP= W *GP	Overall Grade of the course
Assignment	1	A	4	4	WGP/Total weight = 24/5 =4.8
Seminar	2	A+	5	10	
Test paper 1	1	A+	5	5	
Test paper 2	1	A+	5	5	
Total	5			24	A+

Practical-Internal-ESE

Maximum weight for Internal evaluation is 5. Therefore Maximum Weighted Grade Point (WPG) is 75.(Field work Practicum1,2,3,4)

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Components	Weight (W)	Grade Awarded	Grade Point (GP)	WGP= W*GP	Overall Grade of the course
Completion of Field Practicum requirements of respective semesters and initiatives	4	A	4	16	
Reporting and use of supervision	4	A	4	16	WGP/Total 63/15
Fulfilment of expected competency outcomes of respective semesters	4	A	4	16	Weight
Field Practicum Presentation	2	A+	5	10	
Field Practicum Agency Evaluation	1	A	5	5	
Total	15			63	4.2 A

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Maximum weight for external evaluation is 5. Therefore, Maximum Weighted Grade Point (WGP) is 25 (for Field work practicum 1,2,3,4 and (except Internship in 4th semester)

Components	Weight (W)	Grade Awarded	Grade Point (GP)	WGP= W*GP	Overall Grade of the course
Conceptual Clarity	2	A	4	8	WGP/Total weight =17/5=3.40
Professionalism and Competency	1	A+	5	5	
Theory of Practice Integration, Field Involvement and Reporting	2	C	2	4	
Total	5			17	B

Project-External-ESE

Maximum weight for external evaluation is 15. Therefore, Maximum weighted Grade Point (WGP) is 75.

Components	Weight (W)	Grade Awarded	Grade Point(GP)	WGP= W*GP	Overall Grade of the course
Relevance of the topic & Analysis	2	C	2	4	WGP/Total weight = 59/15= 3.93

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Project content & presentation	8	A+	5	40	
Project viva-voce	5	B	3	15	
Total	15			59	B

Project-Internal-CE

Maximum weight for Internal evaluation is 5. Therefore, Maximum Weighted Grade Point (WGP) is 25.

Components	Weight (W)	Grade Awarded	Grade Point (GP)	WGP= W *GP	Overall Grade of the course
Relevance of the topic & Analysis	2	B	3	6	WGP/Total weight = 21/5 = 4.2
Project content & presentation	2	A+	5	10	
Project viva- voce	1	A+	5	5	
Total	5			21	A

Comprehensive viva-voce-External-ESE

Maximum weight for External evaluation is 15. Therefore, maximum Weighted Grade Point (WGP) 75.

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Components	Weight (W)	Grade Awarded	Grade Point (GP)	WGP= W*GP	Overall Grade of the course
Comprehensive viva-voce	15	A	4	60	WGP/Total weight = 60 / 15 = 4
Total	15			60	A

Comprehensive viva-Internal-CE

Maximum Weight for Internal evaluation is 5. Therefore, Maximum Weighted Grade Point (WGP) is 25.

Components	Weight (W)	Grade Awarded	Grade Point (GP)	WGP= W *GP	Overall Grade of the course
Comprehensive viva-voce	5	A+	5	25	WGP/Total weight = 25/ 5 = 5
Total	5			25	A+

Evaluation- Second stage (to be done by the College)

Consolidation of the Grade (GPA) of a Course PC-1

The End Semester Evaluation valuation (ESE) (External evaluation) grade awarded for the course PC -1 is A and its Continuous Evaluation (CE) (Internal Evaluation) grade is A. The consolidated grade for the course PC -1 is as follows:

Evaluation	Weight	Grade awarded	Grade Points awarded	Weighted Grade Point
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External	3	A	4.20	12.6
Internal	1	A	4.40	4.40
Total	4			17
Grade of a course.	GPA of the course = Total weighted Grade Points / Total weight $17/4 = 4.25 = \text{Grade A}$			

Evaluation- Third stage (to be done by the College)

Semester Grade Point Average (SGPA)

Course code	Title of the course	Credits (C)	Grade Awarded	Grade Points (G)	Credit Points (CP=C X G)
01	PC-1	5	A	4.25	21.25
02	----	5	A	4.00	20.00
03	----	5	B+	3.80	19.00
04	----	2	A	4.40	8.80
05	----	3	A	4.00	12.00
TOTAL		20			81.05
SGPA Total credit points / Total credits = $81.05/20 = 4.05 =$ Grade- A					

Evaluation-Fourth Stage (to be done by the College)

Cumulative Grade Point Average (CGPA)

If a candidate is awarded three A+ grades in semester 1 (SGPA of semester 1), semester 2 (SGPA of semester 2) and semester 4 (SGPA of semester 4) and a B grade in semester 3 (SGPA of

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semester 3). Then the CGPA is calculated as follows:

Semester	Credit of the Semesters	Grade Awarded	Grade point (SGPA)	Credit points
I	20	A+	4.50	90
II	20	A+	4.60	92
III	20	B	3.00	60
IV	20	A+	4.50	90
TOTAL	80			332
CGPA= Total credit points awarded / Total credit of all semesters = 332 / 80 = 4.15 (Which is in between 4.00 and 4.49 in 7-point scale). Therefore, the overall Grade awarded in the program is A				

Graduate Attributes

The graduate attributes reflect the exceptional quality and feature or characteristics of an individual, including the knowledge, skills, attitudes, and values expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities to widen current knowledge base and skills, gain new knowledge and skills, undertake future studies, perform well in a chosen career, and play a constructive role as a responsible citizen in society. The graduate attributes define the characteristics of a student's university degree programme(s) and describe a set of characteristics/competencies that are transferable beyond the study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a Social Work graduate should demonstrate are as follows:

Disciplinary Knowledge

Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social development; understanding social problems, social legislation and the rights-based approach.

Communication Skills

Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information clearly and concisely to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations demonstrate the ability to access, evaluate, and use various relevant information sources and develop digital literacy as applicable to professional needs.

Critical Thinking

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Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs based on empirical evidence; identify relevant assumptions or implications; formulate coherent ideas; critically evaluate practices, policies and theories by following a scientific approach to knowledge development.

Problem Solving

Capacity to extrapolate from what one has learned and apply their competencies to solve different problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning

To access secondary information as a consumer, identify the right resources/ data banks. Analyse and synthesise data from a variety of sources and draw valid conclusions.

Research-related Skills

As a producer of research, develop essential skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analysing data and work towards the generation of indigenous knowledge.

Cooperation and Team Work

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking

Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation.

Self-motivated Learning

Ability to identify needs and mobilise resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach

Able to understand and appreciate diversity (caste, ethnicity, gender and marginalisation), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify the moral problems related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting an objective, unbiased and truthful actions in all aspects of social work.

Lifelong Learning

Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also re-skilling in diverse areas

THE PROGRAM STRUCTURE

Course Code	Title of the Course	Type of the Course	Hours per week	Credits
FIRST SEMESTER				
PSW1CRT0121	Social Sciences for Social Work	Core	5	3
PSW1CRT0221	Human Growth and Development	Core	5	3
PSW1CRT0321	History, Philosophy and Fields of Social Work	Core	5	3
PSW1CRT0421	Generic Practice Skills for Social Workers	Core	5	3
PSW1CRT0521	Social Work Practice with Communities	Core	5	3
PFL1CRP0121	Field Practicum 1	Core	12	6
	Semester I Total			21
SECOND SEMESTER				
PSW2CRT0121	Administration of Human Service Organizations	Core	5	3
PSW2CRT0221	Introduction to Abnormal Psychology and Counselling	Core	5	3
PSW2CRT0321	Social Work Practice with Individuals	Core	5	3
PSW2CRT0421	Social Work practice with Groups	Core	5	3
PSW2CRT0521	Social Work Research- Quantitative	Core	5	3
PFL2CRP0121	Field Practicum 2	Core	12	6
	Semester II Total			21

THIRD SEMESTER				
PSW3CRT0121	Planning and Implementation of Development Projects	Core	5	3
PSW3CRT0221	Social Work Research- Qualitative and Participative	Core	5	3
PFL3CRP0321	Field Practicum 3	Core	12	6

Specialization Courses (Select any 3 Courses)				
Group 1: Community Development (CD)				
PWC3CST0121	Rural & Urban Community Development	Elective	5	3
PWC3CST0221	Environment and Sustainable Development	Elective	5	3
PWC3CST0321	Community Health for Development Practice	Elective	5	3
PWC3CST0421	Local Self Governance	Elective	5	3
PWC3CST0521	Social Entrepreneurship Development		5	
Group 2: Family and Child Welfare (FCW)				
PWF3CST0121	Social Work Practice With Families	Elective	5	3
PWF3CST0221	Policies and Programmes for Children and Youth	Elective	5	3
PWF3CST0321	Population dynamics and Reproductive and Child Health	Elective	5	3
PWF3CST0421	Gender And Development	Elective	5	3
PWF3CST0521	Disability and Social Work	Elective	5	3
Group 3: Medical and Psychiatric Social Work (MPSW)				
PWM3CST0121	Clinical Assessment and Diagnosis of Psychiatric Disorders	Elective	5	3
PWM3CST0221	Social Work in the Field of Health	Elective	5	3
PWM3CST0321	Health Care Administration and Community Health	Elective	5	3
PWM3CST0421	Social Work with Differently Abled people	Elective	5	3
PWM3CST0521	Psycho Social aspects Mental Health and Rehabilitation	Elective	5	3
	Semester III Total			21
FOURTH SEMESTER				
PSW4CRT0121	Social Legislation and Human Rights	Core	5	3
PSW4CRT0221	Advanced Social Work Competence	Core	5	3
PFL4CRP0121	Field Practicum 4	Core	12	6
PSW4CPR0121	Dissertation	Core	3	3

PSW4CRV0121	Comprehensive Viva Voce			1
PFL4CRP0221	Internship (After the completion of fourth semester examination)	Core	10	5
Specialization Courses (Select any 2 Courses)				
Group 1: Community Development (CD)				
PWC4CST0121	Human Resource Management for Development Practice	Elective	5	3
PWC4CST0221	Economic Development: Theory and Practice	Elective	5	3
PWC4CST0321	Social Work Intervention in Disaster	Elective	5	3
PWC4CST0421	Corporate Social Responsibility	Elective	5	3
Group 2: Family and Child Welfare (FCW)				
PWF4CST0121	Therapeutic Interventions in the Field of Family and Child Welfare	Elective	5	3
PWF4CST0221	Social Work in Education	Elective	5	3
PWF4CST0321	Social Work Practice with Elderly	Elective	5	3
PWF4CST0421	Working with Children: Interventions and Skills	Elective	5	3
Group 3: Medical and Psychiatric Social Work (MPSW)				
PWM4CST0121	Social Work Interventions in the field of mental health	Elective	5	3
PWM4CST0221	School Mental Health and Social Work Practice	Elective	5	3
PWM4CST0321	Gerontological Social Work	Elective	5	3
PWM4CST0421	Health Communication and First Aid	Elective	5	3
	Semester IV Total			27
	MSW Total			90

DETAILED SYLLABUS

SEMESTER 1

COURSES

PSW1CRT0121	Social Sciences for Social Work
PSW1CRT0221	Human Growth and Development
PSW1CRT0321	History, Philosophy and Fields of Social Work
PSW1CRT0421	Generic Practice Skills for Social Workers
PSW1CRT0521	Social Work Practice with Communities
PFL1CRP0121	Field Practicum 1

PSW1CRT0121 SOCIAL SCIENCES FOR SOCIAL WORK

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course outcomes
CO-1	Recognise the basic concepts of sociology and economics.
CO-2	Apply the concepts of sociology in Social Work practice.
CO-3	Analyze different dimensions of prevailing social issues in India.
CO-4	Apply the linkage of social issues and the design of social work interventions.
CO-5	Appraise the effect of national/global economy on social life in a society

Course Outline

Module 1:- Introduction to Sociology and relation of social work

- Importance of social sciences for social work practice.
- Sociology- Definition and characteristics. Society: Definition, evolution, meaning and characteristics, types of societies and its characteristics
- Culture and Socialization: Definition, characteristics, structure, functions, subculture, contra-culture, cultural change and cultural lag. Structural aspects of culture - Folkways, Norms, Mores and Values.
- Social Change: Meaning, Characteristics, Evolution and Progress, Factors of Social Change, Theories of Social Change.

Module 2:- Social Groups and Social Institutions

- Social Groups: Definition, Classification - Characteristics and importance of Primary groups and Secondary Groups, Peer groups and Reference groups.
- Social Interaction & Social Process: Characteristics. Types: Cooperation, Accommodation, Assimilation, Competition, Conflict and isolation.
- Social Stratification: Definition, Characteristics, Caste, Class & Race Changes in Caste systems. Social Mobility.
- Social Institutions: Definitions, Types of Social institutions: Family, Marriage, Education, Economy, Polity, Religion. Changes in social Institutions in India

Module 3:- Introduction to Political Science

- Political Science-Definition and Significance in Social work;
- Government- Definition, Functions, Nature, Forms: Autocracy and Democracy
Indian Politics: Political institutions, Constituent assembly, Parliament: Structure,
- Cabinet and ministers
- Judiciary: Structure, Role and Function
- Political parties in India: Party system in India and its Impact on Democracy

Module 4:- Basic Economics

- Economics: Definition, Functions of Economy, Economics and Social Work, Economic wants and Economic goods, The Central Economic Problem
- Economic system: Evolution- Feudalism, Mercantilism, Market Economy, Mixed Economy
- Macro Economics: National Income, Per Capita Income, GST
- Globalisation: Definition, Changing Economy, Impact on poor Poverty: Definition, Absolute and Relative poverty, Measuring Poverty

Module 5:- Introduction to Social Psychology

- Introduction: Meaning, Definition, Historical background, Nature and Scope of Social Psychology
- Social Cognition: Meaning & Definition, determinants of cognition, Schemas and Heuristics
- 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
- Attitude: Definition and Formation of attitudes - change of attitudes. Prejudice: Definition and characteristics of prejudices - cases of prejudices.
- Rumour: Definition and meaning of rumour - Circumstances responsible for spread of rumour - causes for spread of rumour - process of rumour - Check on propagation of rumours.
- Propaganda: Definition and meaning of propaganda -Psychological basis of propaganda - Techniques of propaganda - Media of propaganda - counteracting misleading propaganda

Pedagogical Tools

1. Lecture
2. Case studies
3. Group Discussion
4. Role play

Expected Skills, Proficiencies and Values

1. Social Skills
2. Economic skills
3. Empathy
4. Rapport with Vulnerable groups

Internal Evaluation Methods

1. Attendance*

2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Baron Robert A., (1995). *Social Psychology - Understanding Human Interaction*. New Delhi: Prentice, Hall of India Pvt. Ltd
2. Brehm Sharon S.(1999). *Social Psychology*. New York: Houghton Mifflin Co.
3. Calhoun Donald W, (1976). *Persons-In-Groups: A Humanistic Social Psychology*. New York ; Harper Row
4. Crano,Wil,SharmaRajenliam D & Messe Lawrence A., (1982). *Social Psychology:Principles and Themes of Interpersonal Behaviour* Illinois: Dorsey Press
5. Datt, Ruddar&Sundharam, K.P.M.(2008). *Indian economy*. New Delhi: S Chand.
6. Francis, Abraham, M. (2006). *Contemporary Sociology*. Oxford Oxfordshire: Oxford University Press.
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9. MacIver, R.M., Page, C.H. (2000). *Society an Introductory Analysis*. New Delhi: Macmillan Publishers India.
10. Mallik, R M &Padhi, S. P. (2005). *Development Deprivation and Welfare Policy*. Jaipur: Rawat publications.
11. Mcdavid J.W., *Social Psychology*.Delhi : CBS Pub. & Distributors.
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13. Mohanty Girishbala. (1997).*SocialPsychology*. New Delhi :Kalayani Pub.,
14. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J (2004). *Introduction to Psychology*. Tata Mc Graw-Hill book Co.
15. Prigoff, Arline. (2000). *Economics for Social Workers: Social outcomes of economic globalization with strategies for community action*. Brooks/Cole.
16. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications.
17. Sachdeva, D.R.andVidyabhushan. (2014). *An Introduction to Sociology*. Allahabad: Kitab Mahal.
18. Shankar Rao, C. N. (2007). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S Chand & Co. Ltd.
19. SharmraK..(1997). *Social Psychology*. New Delhi: Atlantic Publishers and Distributors

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Demonstrate the knowledge of the major influences in human development.
CO-2	Recognize the developmental changes in various developmental stages across the lifespan
CO-3	Analyze the importance of developmental psychology in social work practice and be able to link with real life situations
CO-4	Identify the use of theoretical concepts in lifespan stages in social work practice
CO-5	Apply the theories related to human development

Course Outline

Module 1:- Overview of Bio-psychosocial Aspect

- Multidimensional approach to understand human behaviour. The Bio-psychosocial perspective- Person, Environment
- Brain: structure and function of brainSensory Process, Perception, Learning, Memory, Thought, Emotions and Intelligence

Module 2:-Introduction to human development

- Definition, meaning, purpose and importance of Developmental Psychology
- Meaning and principles of growth and development. Heredity, environment and ecological influences - family and community - on human development. Basics of human reproductive system, Process of reproduction.
- Basic genetic concepts- genetic transmission, importance ofgenetic factors - chromosomal abnormalities
- Psychoanalytic Theory (Sigmund Freud),Psychosocial Theory (Erik Erikson),Theory of Cognitive Development (Jean Piaget), Behavioural Theory: Classical Operand conditioning

Module 3:- Stages of Human Development: Prenatal Period, Infancy and Babyhood

- Prenatal development: Prenatal period, characteristics, stages, Prenatal influences on the child, Prenatal healthcare, Social and emotional aspects of pregnancy, Importance of Pre-natal care.
- Birth process, Types of birth, Problems during delivery, Postnatal care. Infancy - stages, characteristics of new born - major elements of adjustment, hazards. Babyhood - characteristics, developmental tasks and milestones, hazards, psychosocial development-attachment behaviour, role of parents

Module 4:- Stages of Human Development: Childhood, Puberty & Adolescence

- 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
- Late Childhood - characteristics, developmental tasks, importance of play, influence of school, peer relationships-cognitive and moral development
- Puberty - major physical and emotional changes and its influence on personal and social adjustments, hazards and its effects on the individual's physical and psychological wellbeing.
- Adolescence - Characteristics, Developmental tasks, Cognitive, Emotional and social development, Sexuality

Module 5:- Stages of Human Development: Adulthood and later stages of life

- Early Adulthood -characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards
- Middle adulthood - characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards
- Late adulthood - Old age - characteristics, developmental tasks, aging, ageism, personal and social adjustments, vocational and marital adjustments
- Process of death and dying, bereavement -Stages of Grief by Elizabeth Kubler Ross
- Importance of developmental psychology in social work practice.

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Use of models
4. Case studies
5. Role play
6. Group Discussion

Expected Skills, Proficiencies and Values

1. Gender Empowerment
2. Adaptation skills with various age groups
3. Rapport skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

Reference

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
3. Dhillon, Paramjeet Kaur (1992). *Psychosocial Aspects of Aging in India*. New Delhi: Concept Publishing.
4. Dinkar, Suchitra, S. (2010). *Child Development and Psychology*. New Delhi: Axis Publications
5. Hoffman Lois, Paris Scott. (1994). *Developmental Psychology Today*NewYork: Mcgraw-Hill Inc.
6. Hurlock, Elizabeth B. (1996).*DevelopmentalPsychology-a life span approach*. Tata New Delhi: Mcgraw-HillPublishingCo.Ltd
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.
10. Newman B.M., Newman P.R. (1999). *Development through life: a Psychosocial approach*.Wardsworth, New York
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12. Zastrow, C. K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.

PSW1CRT0321 HISTORY, PHILOSOPHY AND FIELDS OF SOCIAL WORK

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO-1	Appreciate social work as a profession and to recognize the historical development of Social Work Education, Training and Practice.
CO-2	Identify the importance of professional values and ethics in social work practice.
CO-3	Recognize different fields of social work intervention and the issues and concerns of social work practice in India.
CO-4	Appreciate the social movements and role of social reformers in social welfare
CO-5	Realize the present issues faced by social work profession

Course Outline

Module 1:- Social Work and Related Concepts-Definitions

- Social Work, Social service, Social Reform, Social Welfare, Social Policy, Social Action,
- Social Legislation, Social Defence and Social Work Education
- Historical development of social work in England, USA and India
- Social Movements and contribution of Indian Social Reformers to Social Welfare

Module 2:- Analysis of various approaches to Social Work through different ages

- A framework to different approaches-Benefactor-beneficiary ideology, Religious charity, state sponsored charity and welfare, organized or scientific charity, Professional social work.
- Systems perspective, Rights based approach, Ecological perspective and strengths perspective in Social work

Module 3:- Sources of Social Work Philosophy

- Moral & Religious values in Social work philosophy-Christian, Hindu, Muslim, Buddhist traditions
- Ideologies: Gandhian ideology-Sarvodaya, andyodaya, charka
- Liberalism, Humanism, Socialism, democracy

Module 4:- Social Work profession

- Identification of Social Work as a Profession,
- Values & Principles of Social Work,
- Methods and functions of Social work,
- Ethics in Social Work, Code of Ethics
- Role and skills of professional social worker

Module 5:- Fields of Social Work

- Family, School, Industry, Development NGOs, Hospital and Health Setting, Correctional settings, Unorganized sector, Community-Rural and Urban, Environmental issues, Social Work with Children, Youth, Women, Elderly, Persons with Disabilities.

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Role Play
5. Group Discussion
6. Use of models
7. Case studies

Expected Skills, Proficiencies and Values

1. Professional Ethics and standards
2. Human Values
3. Indian Culture
4. Indian Heritage
5. Environmental issues
6. Social Work Skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

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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5. Fink, Arthur, et al. (1985). *The fields of Social Work*. Beverly Hills, Calif: Sage Publications.
6. Friedlander, Walter, A. (1968). *Introduction to Social Welfare*, Prentice Hall
7. Gore, M. S. (1965). *Social Work and Social Work Education*. Bombay: Asia Publication House.
8. Hepworth, Dean, H (2010). *Direct Social Work Practice-Theory and skills* (8th edition). New York: Brooks/Cole.

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10. Mclunis-Dittrich, Kathlee. (1994). *Integrating Social Welfare Policy and Social Work Practice*. New York: Brooks/Cole.
11. Palackappilly, George & Felix T.D.(1998). *Religion & Economics ,Gandhism, Buddhism*. AIDBES, SPCI HouseWadia, A. R (1961). *History and Philosophy of Social Work in India*. New Delhi: Allied Publishers

PSW1CRT0421 GENERIC PRACTICE SKILLS FOR SOCIAL WORKERS

Course Outcomes:

Students will be able to:

Co. No	Course outcomes
1	Assess themselves using various self-assessment tools and thereby build their self-esteem, confidence and positive self-image
2	Develop empathy, critical and creative thinking and also learn to cope with emotions and stress
3	Employ effective communication and other group skills while working with groups
4	Produce reports and documents based on EPAS competencies
5	Practice PRA in the community

Course Outline:

Module 1 - Personal skills

- Self assessment: 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
- Building self esteem and confidence, Setting values, Goal setting: Meaning of goal and goal setting, finding choices, Short term and long term, SMART goals
- Etiquettes: Personal and professional etiquettes and grooming

Module 2 - Life skills

- Empathy: Value of Empathy, empathetic listening, understanding others' emotions,
- Techniques to enhance empathetic skills
- Creative thinking: Creativity vs Innovation, Need for creativity, Exploring one's creativity, Lateral thinking, Strategies to enhance creative thinking: Brainstorming, Mind map
- Critical thinking: Meaning, understanding one's critical thinking, Strategies to enhance critical thinking-Edward de Bono Six thinking hats; Creative vs Critical- Left and Right brain thinking
- Coping with emotions and stress- Understanding and expressing different feelings, Stress: meaning of stress, factors causing stress, effects of stress on body and mind, Coping strategies and relaxation

Module 3 - Social / Group skills

- Group formation: Ice breaking: Why and how? Ice breaking games, Group formation: group division games, Group dynamics techniques, trust building
- Decision making and problem solving in group: Three C model, Rational model; Individual vs Group decision making: Group decision rules;
- Conflict and negotiations
- Communication and Interpersonal relationship: Identifying communication barriers, Non-verbal Communication and Body Language, effective use of body language, Listening as an active skill, strategies for effective communication, feedback
- Presentation skills: Public speaking and oral presentations
- Technology-based Communication: Netiquettes: effective e-mail messages, power point presentation

Module 4 - Report writing and Documentation based on EPAS competencies

- Introduction to EPAS competency: Meaning, Components and Significance
Documentation: Meaning, Purpose and Types- report, video, audio, newspaper report
Report writing-Basics of report writing, Structure of a report, Types: Fieldwork report: writing objectives, activities, reflections, learning and evaluation; Activity reports; taking minutes of meeting

Module 5 - Participatory Rural Appraisal

- PRA- Meaning, Significance of participatory approach, PRA tools- Understanding different tools and its significance- Transect walk, Mapping, Seasonal calendar, Priority Matrix, Time trends, Venn diagram

Pedagogical Tools

1. Lecture
2. Practical training Sessions
3. Role Play
4. Group Discussion
5. Case studies
6. Grooming Sessions
7. Interviews
8. Workshops

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Gender Empowerment
3. Professional Ethics and standards
4. Human Values
5. Social Work skill enhancement
6. Reporting Skills
7. Participative research Skills
8. Communication Skills
9. Presentation Skills
10. Cognitive Skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Viva

Reference

1. Sherfield, M.R. Montgomery, J. R. Moody, G.P. (2005). Cornerstone Developing Softskills (4thed). Pearson
2. Narayanaswamy, N. (2009).PRA: Principles, Methods and Application. Sage publication
3. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

PSW1CRT0521 SOCIAL WORK PRACTICE WITH COMMUNITIES

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Code
CO-1	Appreciate the use and practice of community organization in various fields of social work.
CO-2	Undertake the role of social worker in social action and social reform for social development.
CO-3	Undertake social audit, social impact assessments
CO-4	Analyze ongoing community organization programmes
CO-5	Identify the emerging trends and experiments in community organization

Course Outline

Module 1 - Understanding Community

- Community- Definitions, Types of Communities - Rural, Urban, Tribal, Characteristics, Target Group; Social Analysis of community: Social System, Economic System, Political System, Cultural System, Legal System, Religious System, Value System, Consciousness, Social Problems, Dynamism, Functions of community.
- Leadership: the power structure of the community; the history of community organisation in India.

Module 2 - Community Organisation

- Concept, Definition, Objectives, Principles, community practice and community development, community organisation as a primary method of social work.
- Phases of Community Organisation - Community Relationship, Study, Analysis, Assessment, Discussion, Organisation, Action, Evaluation, Modification and continuation.
- Methods of Community Organisation; Characteristics of a Good Community Organiser; Similarities and differences between community organization and community development.
- Methods applied in community practice - awareness creation, planning education, communication, participation, leadership, resources and community action.

Module 3 - Strategies in Community Organisation Practice

- Models of Community Organisation – Weil and Gamble's eight models of Community Practice.

- Approaches of Community Organisation – Social work approach, The Political Activist Approach, Neighbourhood Maintenance / Community Development Approach.
- Strategies and techniques in community organization: PRA and related techniques, 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.
- Skills required in community organization practice; Role of Community Organiser.

Module 4 - Settings of Community Organisation Practice

- Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal population, Working with rural and urban vulnerable communities, Displaced population and rehabilitation, Community organization in risk education and disaster response, Peace and peace building. Steps of Community Organisation in various contexts.
- Empowerment of marginalised groups and communities - roles and practice skills; Research skills for community work.

Module 5 - Social Work and Social Action

- Social Action: Concept, Objectives, Social Work and Social Action, Principles 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.
- 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 Social Problems and Social Action, Role of Social Worker in Social Action, Social Activists and Social Action Groups in India.

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Role Play
5. Group Discussion
6. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Gender Empowerment
3. Professional Ethics and standards
4. Human Values
5. rapport building skill
6. Advocacy Skills

7. Community Development Skills
8. Organizing Skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Ross Murray, G., (1985). *Community Organization: Theory and Principles*. New York: Ha and Row Pub.
2. Siddhiqui, H.Y. (1997). *Working with community*. New Delhi: Hira Publications.
3. Cox M. F. & Erlich L, J. (1987). *Strategies of Community Organisation*. Illinois: F.E. Peacock Publishers
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5. Banmala, *Community Organisation*. Indian Institute of Youth Welfare, 134, Shivaji Ma
6. Freire, Paulo. *Pedagogy of the Oppressed*. Adult Education & Liberation.
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8. Freire, Paulo, *Cultural Action for Freedom*.
9. Gandhi M.K., *Social Service*. Work & Reform (3 vols.)
10. Ramachandran P., (1996). *Towards an understanding of People's Movements: History from below*. Institute for Community Organization Research.
11. Adams, Robert, Oominelli, Lena & Payne, Malcom (ed.), *Social Work: Themes, Issues & Critical Debates*. Ch. 17, Radical Social Work.
12. D'Abreo, Desmond, A., *From Development Worker to Activist*.
13. Haynes, Karen S. & Mickelson, James S., *Affecting Change, Social Movements* Pub. 107 ff.
14. Kramer, R.M. & Spechit, H. (1974). *Community Organisation Practice*. Strategies.
15. Fink, Arthur, E. (1978). *The fields of Social Work*. New York : Holt Rinehart and Winston
16. Anne Hope & Sally Timmet (1985). *A handbook for community workers*. 3 volumes, Gwera Mambo Press

PFL1CRP0121 FIELD PRACTICUM 1

TotalCredits: 6Total Hours: 216

Course outcome

Co. No	Course outcomes
1	Develop an understanding about the community in terms of its geographical, social, political, social and economic systems, power structures and their interrelationships based on the theoretical understanding obtained from the courses in the semester.
2	Demonstrate professional rapport building skills with the people in the community.

Field Work Objectives

Students will be able to:

1. Understanding a community in terms of its geographical, social, economic and political systems, power structures and their inter-relationships based on the theoretical understanding obtained from the courses in the semester;
2. Understanding and practice the values and code of ethics of professional social work practice and familiarize with the principles of social work;
3. Develop understanding of the assumptions, principles, phases and models of community organization;
4. Knowledge of the structure and function of the decentralized governance system and various institutions in the community
5. Demonstrate professional rapport building skills with the people in the community;
6. Demonstrate skills in social analysis and need assessment, program planning, implementation and evaluation frame work in a community setting
7. Demonstrate oral, written and presentation skills of communication in a community context;

Field Practicum Requirements:

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

No	Activity	Minimum Requirement	Credits
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 at least for 18 days of 7 hours duration for the practice of stages of community organization	18 Days - 126 hours	3
	Total	216 Hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Rural camp	2
3	Field work Presentation	1
4	Evaluation by faculty supervisor based on performance of the student in the field work: • Understanding of concepts and quality of field work reports • Application of theory in to practice Completion of requirements (observational visit (5), community programme (1), completion of 126 hours in the community based field work) and participation in individual conference	2 4

SECOND SEMESTER COURSES

PSW2CRT0121	Administration of Human Service Organizations
PSW2CRT0221	Introduction to Abnormal Psychology and Counselling
PSW2CRT0321	Social Work Practice with Individuals
PSW2CRT0421	Social Work practice with Groups
PSW2CRT0521	Social Work Research- Quantitative
PFL2CRP0121	Field Practicum 2

PSW2CRT0121 ADMINISTRATION OF HUMAN SERVICE ORGANIZATIONS

Total Credits: 3, Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course code
CO-1	Develop an understanding of the evolution of administration as a science and as a method in Social Work Practice.
CO-2	Analyse and appreciate the utility of the administrative structures, processes and procedures in an organization.
CO-3	Attain the knowledge and skills in the use of different management techniques in HSO.
CO-4	Develop an understanding of the elements of management and Understand concepts in organizational management.
CO-5	Acquire the knowledge of the concept of social marketing and its scope in social work practice.

Course Outline

Module 1:- Introduction to Administration

- Evolution of administration as a science. Concepts - Administration, Organization, Management, Business Administration, Public Administration.
- Social Welfare Administration: Meaning, definition, scope, social welfare administration as a method of social work.

Module 2:- Introduction to Voluntary Organization

- Voluntary Organization: Organizational Structure, Functions and Principles. Role and type of voluntary organizations.
- 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)
- Administrative skills; writing letters, reports and minutes, Fund raising, conducting meetings, Public Relations and Networking

Module 3 Elements of Administration and Approaches to Organizational Management

- Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting)

- Organizational Management: Concept, functional areas - Production, Finance, Marketing and Human Resources
- Approaches to Organizational Management - Bureaucratic, Democratic, Human Relations Model,
- System Theory, Theory X , Theory Y and Theory Z.

Module 4:- Organizational Behavior

- Concept of Organizational Behaviour, Organizational Culture, Organization development-process, approaches and strategies
- Evaluation of motivational theories and basic understanding of their application in the work context

Module 5:- Social Development Administration

- Social Entrepreneurship: Definition, types of Social Entrepreneurship, History of Social Entrepreneurship, Functions of Social Entrepreneurship, Difference between Social and Business Entrepreneurship.
- Staff training and Development-Objectives and Needs - Training Process-Methods of Training-Tools and Aids - Evaluation of training Programs. Organizational Development programmes.
- Social Marketing and marketing mix, Cause Related Marketing (CRM).

Pedagogical Tools

1. Lecture
2. Field Work
3. Internships
4. Organizational Visit
5. Organizational Study
6. Group Discussion
7. Case studies

Expected Skills, Proficiencies and Values

1. Entrepreneurship Development
2. Employability enhancement
3. Management skills
4. Administrative skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Internships
7. Organizational Study

References

1. Abha, Vijay and Prakash.(2000). Voluntary Organizations and Social Welfare. ABD Publishers
2. Chhabra.T.N.(1999). Principles and Practice of Management. New Delhi: Dhanpat Rai & Co
3. Chowdhary D.Paul.(1992). Social Welfare Administration. New Delhi: Atma Ram
4. Goel S.L, Social Welfare Administration VOL. 2: Theory and Practice, Deep & deep Publication, Goel S.L., Jain R.K., (1988) .Social Welfare Administration VOI. I: Theory and Practice, Deep & Deep Publication,
5. Kohli A.S., Sharma S.R. (1996). Encyclopaedia of Social Welfare and Administration Vol. 1-7, New Delhi : Anmol Pub. Pvt. Ltd.
6. Lawani B.T.(1999). NGOs in Development. Jaipur: Rawat Publication.
7. Lewis Judith A., (1991), Management of Human Services, Programs. Brooks Cole Publishing Co.
8. Pasad.L.M. (2000). Principles and Practice of Management. New Delhi: Sultan Chand & Sons.
9. Ralph Brody. (2005).Effectively Managing Human Service Organizations (Third Edition). New Delhi: Sage Publications
10. Sachdeva.D.R.(2003).Social Welfare Administration in India. New Delhi: Kitab Mahal
11. Sidmore Rex A. (1990). Social Work Administration: Dynamic Management and
12. Human Relationships. New Jersey: Prentice Hall
13. Chahine Teresa, Introduction to Social Entrepreneurship
14. Bhattacharya Sanjay, Social Work Administration and Development, Rawat Publications New Delhi
15. Rao, V. (1987).Social Welfare Administration. Bombay: Tata Institute of Social Science

PSW2CRT0221: INTRODUCTION TO ABNORMAL PSYCHOLOGY AND COUNSELLING

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course outcomes
CO-1	Demonstrate the knowledge of classification and overview of psychological disorders
CO-2	Develop insight about the theories of human personality
CO-3	Demonstrate the knowledge of concepts and theories of social psychology
CO-4	Analyze individual behavior in social context
CO-5	Analyze the group behavior in social context.

Course Outline

Module 1:- Introduction to Abnormal Psychology

- Historical development of abnormal psychology, Concept of Normality and abnormality
- Concept of mental health - Characteristics of Mentally healthy person, positive mental health, promoting mental health
- Classification of psychological disorders- Functional & Organic, Neurotic & Psychotic, Introduction to ICD & DSM (ICD 10 & 11, DSM 5)

Module 2:- Psychological Perspectives of Mental Disorders Etiology and brief Overview of:

- Organic disorders, Mental and behavioural disorders due to psycho active substance use
- Schizophrenia and delusional disorders
- Mood disorders, Personality disorders, Suicide
- Neurotic, stress related and somatoform disorders:
- Phobia Anxiety, Obsessive Compulsive Disorders, adjustment disorders, Dissociative disorders and somatoform disorders
- Eating disorders, sleep disorders, sexual dysfunction
- Mental retardation, specific learning disability, pervasive developmental disability, hyperkinetic disorders, conduct disorders

Module 3:- Fundamentals of Counselling

- 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.
- Concepts, similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy
- Elements in counselling: counselee, counsellor, counselling setting. Important psychological tests and tools and its applications in counselling.
- Code of ethics and ethical standards in Counselling
- Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating
- Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase
- Components of the counselling relationship- Facilitative dimension and procedural dimension

Module 3:- Qualities, Skills and techniques in Counselling

- Qualities of an effective counsellor
- **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
- **Counselling techniques:** Listening, Responding, Goal setting, Exploration and Action, Behaviour techniques, Psychodrama, Role play

Module 4:- Counselling practice in different settings

- **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
- Techniques in - Stress management, Anger management, Post traumatic Stress Counselling, Grief Counselling
- Counselling in the Context of HIV/ AIDS; Counselling and psychotherapy for Elderly: old age and retirement
- 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

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Counselling Lab
5. Role Play
6. Group Discussion
7. Case studies

8. Internships

Expected Skills, Proficiencies and Values

1. Employability enhancement in Counselling Setting
2. Professional Ethics and standards
3. Enhancement of Counselling skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Internships

References

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11. Mangal, S.K.(2008). Abnormal Psychology. City: Sterling Publishers Pvt. Ltd.
12. Michael., (1996). Workplace Counselling: A systematic Approach to Employee Care. London : Sage Publications
13. Namboothiri, V.M.D.(2009). Concise Textbook of Psychiatry . Gurgaon: Elsevier Health Sciences.
14. Nelson-Jones, R., (2000). Practical Counselling and Helping Skills, Mumbai : Better Yourself Books
15. Patri, V.R., (2005). Counselling Psychology. New Delhi : Authors Press
16. Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata Mc Graw Hill Publishing Company Ltd
17. Sadock, B., Kaplan, H. & Sadock, V. (2000). Kaplan & Sadock's Comprehensive Textbook of Psychiatry. Hagerstown: Lippincott Williams & Wilkins.
18. Sadock, B.J. (2007)..Synopsis of Psychiatry 10th Edition. Delhi: Wolters Kluwer India Pvt. Ltd

19. Sharf, R. (2008). Theories of psychotherapy and counselling: concepts and cases. Australia United States: Thomson/Brooks/Cole
20. Sharf, R. (2008). Theories of psychotherapy and counselling: concepts and cases. Australia United States: Thomson/Brooks/Cole
21. Sharmra, K..(1997). Social Psychology. New Delhi: Atlantic Publishers and Distributors
22. W.H.O. (1994). ICD 10 Classification of Mental and Behavioural Disorders. Oxford University Press.
23. Yeo, Anthony, (1993). Counselling a Problem Solving Approach. Boa Vista: APECA publications in India. Carroll,

PSW2CRT0321 SOCIAL WORK PRACTICE WITH INDIVIDUALS

Total Credits: 3 Total Hours: 54

Course Outcome

Students will be able to:

Co. No	Course outcomes
CO-1	Recognise Social Case Work as a method of Social Work and apply it as an intervention method
CO-2	Demonstrate knowledge of the values and Principles of Social Case Work and to develop the capacity to practice them.
CO-3	Acquire the required skills for practicing social case work.
CO-4	Demonstrate the knowledge to document the social case work practice
CO-5	Apply social case work methods in various settings.

Course Outline

Module 1:- Introduction to Social Case Work

- Definition and objectives of Social Case Work. Historical developments of Case Work in West and India. Trends in Social Case Work Practice, Social Case Work practice in Indian Society.
- Practice Frame Work- Values, Principles. Application of Code of Ethics.
- Components of Social Case Work; the Person, The Place, The problem, problem solving process

Module 2:- Overview of the phases of social case work:

- Study, Diagnosis, Treatment, Follow up
- Psycho Social Study- Purpose, nature, Contents
- Social Diagnosis- Definition, Contents, Types, and Steps.
- Social Treatment- - Phases, and different types of treatment
- Phases of Direct Social Work Practice:
- Exploration, Engagement, Assessment and Planning;
- Implementation and goal attainment;
- Termination and Evaluation

Module 3:- Exploration and Engagement Phase

- Exploration Phase: establishing rapport,
- Assessment: Definition, Multidimensionality of assessment- various components of assessment
- Client-Worker Relationship: Definition, use and characteristics. Transference and Counter-Transference and their use in diagnosis and treatment.
- Interviewing- concept, techniques for social case work practice Maintaining psychological contact with the clients: Verbal and nonverbal skills in social case work

- Goal Setting: purpose, types, guidelines for selecting and defining goals
- Formulation of Contract: concept, rationale

Module 4:- Social Case Work Intervention

- Social Case Work Models: Problem Solving, psychosocial, Task centred, Solution focused, System theory, Crisis intervention, Cognitive restructuring
- Planning and developing an action plan based on the models of social case work
- Developing and supplementing resources, utilising and enhancing support systems
- Termination: Types, when to terminate, steps
- Consolidating gains and planning maintenance strategies, relapse prevention,
- Evaluation: Outcomes, process, satisfaction

Module 5:- Recording Social Case Work, Use of Supervision

- Recording: use, structure and content, Methods of recording: Verbatim, narrative, condensed, analytical and summary records
- Supervision and development of personal and professional self, Reflective practice in social case work

Pedagogical Tools

1. Lecture
2. Field Work
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards
3. Counselling Skills Development
4. Rapport building skill Development
5. Listening skill Development

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

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.

3. Hamilton Gordon, (1976). *Principles of social case recording*. New York: Colombia University Press.
4. Hepworth & Larsen. (2010). *Direct Social Work Practice: Theory and Skills (Eighth Edition)* Belmont, CA: Brooks/Cole/ Thompson.
5. Woods, M. & Hollis, F. (2000). *Case work: A Psycho-Social Therapy*. New York: McGraw] Inc.
6. Perlman, H.H. (1957). *Social Case Work: A Problem Solving Process*. Chicago: University oi Chicago Press.
7. Roberts, R.W., Nee R.H.(1970). *Theories of Social Case Work*. Chicago: University of Chicag o press.
8. Fischer, J. (1978). *Effective Case Work Practice- An Eclectic Approach*. New York: McGraw Hill Book Co.

PSW2CRT0421 SOCIAL WORK PRACTICE WITH GROUPS

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Analyse Social Group Work as a method of Social Work and apply it as an intervention method
CO-2	Demonstrate skills to apply the method for development and therapeutic work
CO-3	Enumerate the scope of Social Group Work in different settings
CO-4	Develop skills to work with different stages and record the process
CO-5	Display therapeutic skills for Group Work practice

Course Outline

Module 1:- Introduction to Group Work and groups

- Definition of Social Group Work- Philosophy, Objectives Historical development, current trends, its relevance and scope
- Values, Principles of group work
- Group- definition, Characteristics, Types of groups - open and closed groups, Treatment groups (Re-socialization groups, therapeutic groups, T-groups), Task oriented groups (forum, committees and work team), Developmental groups (self help groups and support groups)
- Role of groups in development of the individual

Module 2:- Group Process

- Stages of Group development
- Group Process: Bond, acceptance, isolation, rejection, conflict and control, Subgroups- meaning and types
- Tools for assessing group interaction- Socio gram and sociometry, functional and non functional role of individuals in group

Module 3:- Group Dynamics: Definition

- Group formation, Group norm, Group cohesiveness, Group culture, Group control, Group morale, Communication, Interaction pattern, Decision making, Goal setting, Conflict resolution

- Group leadership, Concept.
- Theories, Types, Roles and qualities of Leadership, Participatory leadership training

Module 4:- Group Work process and Recording in Social Group Work

- Group Work process- intake, study, objectives and goal setting, interventions, evaluation and follow up
- Programme as a tool- principles of programme planning, programme media, programme development process
- Group Worker - Role and functions, skills, qualities, group work format
- Recording- Definition, Importance, Content, Principles and types.

Module 5:- Group Work Models and Therapeutic Group Work

- Group Work Models: Social, Remedial, Reciprocal Models.
Treatment Groups: Educational, Growth, Remedial and Socialization
Group Work and Group Therapy, Concept - Principles of Group Therapy, Process in Group Therapy
- Group Work Practice in different settings
- Group Work Practice includes problems to be intervened, group formation, principles applied, role of social work in :Child care settings, Family settings, Correctional settings, Community development settings, Educational settings, Health care setting

Pedagogical Tools

1. Lecture
2. Field Work
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Child Care Setting and Hospital Setting
2. Enhancement of Skills for Group Therapy

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Conyne Robert K, (1999). Failures in Group Work: How we can learn from our mistakes. Sage Publications.
2. Douglas Tom, (1978). Basic Group Work. Tavistock Pub.
3. Garvin, Charles D. (1997). Contemporary Group Work. Prentice Hall.

4. Gordon Hamilton, Theory and practice of Social Case work
5. Konopka, Gisela, (1963). Social Group Work: Helping Process. Prentice Hall.
6. Mary Richmond E, What is Social Work?
7. Perlman Helen Harris, (1990). Social case work. New York : University of Chicago Press
8. Schwartz Willam.(1971). Practice of Group Work. New York: Columbia University Press
9. Shulman Lawrence, (1999). Skills of helping individuals, families, groups, communities, Illinois: F.E. Peacock Publishers Inc.
10. Siddiqui, H Y. (2008). Group work: Theories and practice Rawat publications.
11. Toseland, Ronald W & Rivas, Robert F., (1984), Introduction to group work practice, Macmillan & Co Ltd.
12. Trecker, Harleigh B, (1972). Social Group Work: Principles and Practice, Associated Pub. House.

PSW2CRT0521 SOCIAL WORK RESEARCH: QUANTITATIVE

Total Credits: 3 Total Hours: 54

Course Outcomes:

Students will be able to:

Co. No	Course outcomes
CO-1	Demonstrate knowledge of the scientific method of enquiry for the study of social phenomenon
CO-2	Develop an understanding of the research process and basic research skills.
CO-3	Acquire the knowledge of scales, notation, frequency distributions, measures of central tendency, measures of dispersion and the normal distribution.
CO-4	Interpret the basic charts, graphs, contingency tables and computer results
CO-5	Explain, calculate and interpret inferential statistics including probability and hypothesis testing.

Course Outline:

Module 1 Introduction to scientific Inquiry in Social Work

- The scientific method- objectivity and subjectivity in scientific inquiry
- Research: Meaning, Definition, Types
- Philosophical worldviews – post positive, social construction, advocacy/participatory and pragmaticSocial Research and Social Work Research -Meaning and Scope of social work research
- Evidence based Practice: Research integrated practice in Social Work
- Strategies of inquiry – Quantitative, Qualitative and Mixed method designs or models

Module 2 Research Process

- Formulation of Research Problem – Research Question
- Literature Review: Use of literature review, Steps in conducting literature review, Process of scoping review, Use of databases
- Theory: Use of theory, theoretical framework, Definition of terms – Theoretical and Operational
Variables – Meaning, Types
- Hypothesis – Meaning, Types

Module 3 Research Design

- Quantitative Designs - Single system design, Experimental designs (Intervention Studies): True experiments (Randomized Control Trials) and Quasi experiments; Causal Comparative Design; Correlational Design; Survey Design: Cross sectional surveys and Longitudinal studies (Cohort Studies)
- Universe and Sampling – Probability and Non Probability Sampling
- Measurements in quantitative research: Levels of Measurement, Methods and tools of data collection; Reliability and Validity

Module 4 Quantitative data analysis –

- Descriptive statistics
- Statistics: Objectives, uses and limitations of statistics
- Classification of data – tabulation and graphical representation of data
- Descriptive analysis – levels of data – mean, median, mode, range, standard deviation, Normal distribution

Module 5 Quantitative data analysis –

- Inferential statistics Inferential statistics – Testing of hypotheses
- Pearson's chi square test and interpretation of p- value
Students' t- test
- Correlations and interpretation of correlations
- Interpretation and reporting the results of One way analysis of variance (ANOVA)
Interpretation and reporting the results of linier regression and logistic regression
Computer programs for quantitative data
- Ethical considerations in research
- Components of a Research Proposal; Components of Research Report

Pedagogical Tools

1. Lecture
2. Group Discussion
3. Mini Research
4. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Mini Research

Reference

1. Cresswell, J.W. (2013). Research Design - Qualitative, Quantitative and Mixed methods Approach (3 ed.). New Delhi: Sage Publications.
2. Webber, Martin. (2008), Evidence Based Policy and Practice in Mental Health Social Work, Learning Matters Ltd., London.
3. Rubin, A, Babbie E (2010) Methods for Social work research. USA: Cengage learning
Additional Reading:
4. Alan Bryman, (2004) Social Research Methods. New York : Oxford University Press
5. Darin Weinberg, (2002). Qualitative Research Methods, UK : Blackwell Publishing
6. Irwin Epstein., (2010), Clinical Data Mining; Integrating Practice and Research., Oxford University press, USA.
7. Janet M. Ruane, (2005). Essentials of Research Methods. UK : Blackwell publishing
8. Kothari. C.R, (2004). Research Methodology. New Delhi: NAI Publishers.
9. Lakshmi Devi, (1997) Encyclopedia of Social Research. Vol I, II & III. New Delhi : Anmol publications
10. Lal Das .D.K., (2000). Practice of Social Research. Jaipur : Rawat Publications

PFL2CRP0121 FIELD PRACTICUM 2

Total Credits: 6 TotalHours: 216

Course Outcomes

Co. No	Course outcomes
1	Develop an understanding about the functioning of a structured setting/agency-primary or secondary
2	Analyse the depth of the application of social work methods in dealing with individuals

Field Work Objectives

Students will be able to

1. Understand the functioning of a structured setting/agency - Primary or Secondary
2. (e.g., a school, a hospital, or an institution providing services for people with disability, social, 'physical or mental)
3. Understand in depth the application of Social Work methods in dealing with individuals(case work) and groups (group work)
4. Develop the ability to do interventions ensuring clients' participation.
5. Be familiar with the method of social work research through field level application
6. Develop skill in writing academic articles based on practice experience.
7. Develop the skill in recording

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
1	Observational visits to at least five Social Workrelated organizations	5 days - 18 hours	1.5
2	Agency based field work at least for 25 days	25 Days - 198 hours	4.5
	Total	216 Hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Case Work (4), Group Work (1)	2
3	Field work Presentation	2
4	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work reports Application of theory in to practice Completion of requirements: Observational visits(5),completion of 198 hours in the agency based field work)and participation in individual conference	1 4

THIRD SEMESTER COURSES

Core Courses	
PSW3CRT0121	Planning and Implementation of Development Projects
PSW3CRT0221	Social Work Research- Qualitative and Participative
PFL3CRP0321	Field Practicum 3
Elective Courses (Specialisation Groups)	
Group 1:Community Development (CD) (Select any Three)	
PWC3CST0121	Rural & Urban Community Development
PWC3CST0221	Environment and Sustainable Development
PWC3CST0321	Community Health for Development Practice
PWC3CST0421	Local Self Governance
PWC3CST0421	Social Entrepreneurship Development(New)
Group 2:Family and Child Welfare (FCW) (Select any Three)	
PWF3CST0121	Social Work Practice With Families
PWF3CST0221	Policies and Programmes for Children and Youth
PWF3CST0321	Population dynamics and Reproductive and Child Health
PWF3CST0421	Gender And Development
PWF3CST0521	Social Work Practice with Differently Abled People
Group 3: Medical and Psychiatric Social Work (MPSW) (Select any Three)	
PWM3CST0121	Clinical Assessment and Diagnosis of Psychiatric Disorders
PWM3CST0221	Social Work in the Field of Health
PWM3CST0321	Health Care Administration and Community Health
PWM3CST0421	Social Work and Differently Abled people
PWM3CST0521	Psycho Social aspects Mental Health and Rehabilitation

PSW3CRT0121 PLANNING AND IMPLEMENTATION OF DEVELOPMENT PROJECTS

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course outcomes
CO-1	Demonstrate the knowledge in the nature, approaches and strategies of development projects
CO-2	Analyze systematic approach to programme planning.
CO-3	Develop an understanding of the changing trends in participatory programme planning approach in government and NGOs.
CO-4	Demonstrate skills to handle various phases of Development projects
CO-5	Design project proposals

Course Outline

Module 1:- Development projects

- Concepts of project and project planning, need assessment, programmes, project planning cycle, strategy formulation
- Application of PRA in project formulation, project activities, Characteristic features of a project, Scientific approach to project planning
- Principles in development projects: sustainability, development direction, viability, concern for the marginalized.

Module 2:- Project identification

- Stages of project identification, Essentials of a development projects.
- Problem analysis, project designs, Goals and objectives, formulation of objectives, objective analysis, feasibility and viability, cost benefit analysis.
- Budgeting, activity plan, time schedule, Preparing different models of development projects, preparing project proposals.

Module 3:- Project Appraisal and implementation

- Appraisal technique, Stake holder analysis, beneficiary analysis identification of beneficiaries.
- Implementation plan, Role of Intermediary Organisation in the administration of the project.
- Preparing procedures and rules for the efficient functioning of the organization.
- Administering the project, management of the personnel, performance appraisal.

Module 4:- Financial Management of the Project, Monitoring and Evaluation of Project

- Preparation of cost plan, financial plan. Fund raising methods for local financial participation in the project. Need for cost-benefit analysis, Accounting and Record keeping in a Project.
- Preparation of accounts for auditing-records needed, Rules regarding foreign contributions-FCRA,
- Fundraising methods for local financial participation in the project.
- Monitoring & Evaluation - Concept, purpose, Monitoring cycle, process monitoring, output monitoring, project review.
- Variance analysis, performance analysis, different types of M&E. Internal evaluation, External evaluation, Evaluation focus, steps in evaluation.
- Management Information System in Projects.
- Project Scheduling -Gantt Charts, Programme Evaluation and Review Technique(PERT) and Critical Path Method(CPM)
- 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
- 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, public relations.

Module 5:- Project writing and project management skills, Monitoring and Evaluation of Project

- Introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget
- Monitoring & evaluation plan, outcome/output/impact, sustainability of the project and conclusion.
- Report writing, documenting, Administration of project related staff, team work in the project, management and communication and relation with stakeholders, Public relation.

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Project Writing Workshop
5. Group Discussion

6. Case studies

Expected Skills, Proficiencies and Values

1. Entrepreneurship
2. Employability enhancement
3. Professional Ethics and standards
4. Project writing Skill

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Projects Proposal
7. Organizational Study
8. Corporate Report

References

1. Chandra,P.(1995).Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw Hill Pub. Co. Ltd.
2. Choudhury,S (1988), Project management. New Delhi: Tata McGraw Hill
3. CIDA,SIDA,DANIDA Project databases
4. Fernando, Emmanuel S. Fr. Projects from Problems, Jain Book agency, New Delhi.
5. Lock, Dennis (1997), Handbook of Project Management.Delhi :Jaico Publishing House
6. Mohsin, M (1997),Project Planning and Control. Vikas Publishing House Pvt. Ltd.,
7. Moorthy, R. V (2002). Project Management. Masters Publication
8. Patil R. K(1976),Appraisal of Rural Development Projects through Systems Analysis. National Institute of Bank Management
9. Puttaswamaiah, K (1978). Aspects of Evaluation and Project Appraisal. Bombay : Popular, Parkashan
10. Roy, Sam, M (2002),Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India
11. 11. Vasant, Desai (1977),Project Management: Preparations, Appraisal, Finance and Policy.Delhi : Himalaya Pub. House

PSW3CRT0221 SOCIAL WORK RESEARCH: QUALITATIVE

Total Credits: 3 Total Hours: 54

Course Outcomes:

Students will be able to:

Co. No	Course outcomes
CO-1	Contrast qualitative and quantitative research approaches
CO-2	Acquire knowledge on the underlying theoretical assumptions for qualitative research
CO-3	Identify different qualitative research designs
CO-4	Assemble data, transcribe, analyze and report qualitative research
CO-5	Comprehend mixed method used in social research

Course Outline:

Module 1 Introduction to qualitative research

Qualitative research: Definition, Scope and Characteristics; Differentiate Qualitative from Quantitative: Objectivity/Subjectivity, Inductive/Deductive approach Philosophical assumptions: Phenomenology, Ontology, Epistemology, Axiology

Module 2 Research design, Reviewing Literature and formulation of research questions

- Research design: Ethnography, Case study, Grounded theory, narrative research, Content analysis, Biographical study; Literature review, Formulation of research questions, Sources of data collection: natural setting (field), public and private documents, archives, newspaper

Module 3 Data collection, Data recording and Analysis, Interpretation and reporting

- Data triangulation, Data collection methods: Observation: Participant and non participant, Interview:-In-depth interview, Structured and Semi structured interview, focus group
- Sampling: Non probability, data saturation

- Data recording: Field notes, audio tape, videos, photo Transcription and coding
- Analysis: Thematic analysis, Content analysis, Discourse analysis
Software for coding and analysis: Atlas ti, Nvivo
- Interpretation; Report the findings: Narratives, tabulating, quotations Ethical consideration, Writing abstract, articles, books and monographs

Module 4:- Mixed method

- Mixed method: Definition, Sequential and concurrent triangulation design Data collection, data transformation and reporting the findings

Module 5:- Participative Research

- Participative research, Stages, Strategies, methods, Tools, Challenges, Ethical Principles

Pedagogical Tools

1. Lecture
2. Group Discussion
3. Case studies
4. Research Activities
5. Journal Reviews

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards
3. Research Skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Journal Reviews

Reference:

1. Creswell, J. W., & Poth, C. N. (2008). Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Los Angeles: Sage publication

2. Creswell, W.J (2007). Research Design: Qualitative, Quantitative and Mixed Approaches (3rd ed.). California: Sage publication
3. Yin, R.K., (2011). Qualitative Research from Start to Finish. London: Gulford press

PFL3CRP0321 FIELD PRACTICUM 3

Total Credits: 3 Total Hours: 216

Co.No	Course outcomes
CO1	Understand the administrative structure and functioning of the agency
CO2	Examine the policies, laws and government programmes applicable to the client systems of the agency
CO3	Develop the skills in intervention at organizational / community level ensuring people's participation

Objectives:

To gain an in-depth knowledge of the specialization area.

Elective (Specialization) -Community Development (CD) Specific objectives:

1. Understand the administrative structure and functioning of the agency
2. Be familiar with the policies, laws and government programmes applicable to the client systems of the agency
3. Be familiar with the approaches and intervention strategies in the development sector
4. Develop the skill in using PRA techniques in the setting
5. Develop skill in intervention at organizational / community level ensuring people's participation

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
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

	Total	216 Hours	6
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Field Practicum Evaluation:

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work	2
4	Reports Application of theory in to practice Completion of requirements: (Organizational visits (5), (organizational Study (1), community intervention (1), Study the projects of the agency (2), project proposal (1), PRA (1), completion of 198 hours in the community/agency based field work) and participation in individual conference	5

Elective (Specialization) - Family and Child Welfare (FCW) Specific objectives:

1. Understand the administrative structure and functioning of the agency
2. Be familiar with the policies, laws and government programmes applicable to the client systems of the agency
3. Develop skill in intervention at individual and group levels
4. Develop skill in family assessment and intervention
5. Develop skill to work with children

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
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
	Total	216 Hours	6

Field Practicum Evaluation:

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work	2
4	Reports Application of theory into practice Completion of requirements: (Organizational visits (5), Organizational Study (1), Intervention: (Individual (3), Group (1), Family (1), Completion of 198 hours in the community/agency based field work) and participation in individual conference	5

- Elective (Specialization) - Medical and Psychiatric Social Work

Specific objectives:

1. Understand the administrative structure and functioning of the agency
2. Understand the functioning of multidisciplinary team in a psychiatric setting and the role of social worker in the team
3. Develop the skill in case history taking and mental status examination
4. Be familiar with the approaches and intervention strategies in the psychiatric setting
5. Develop skill in intervention at individual and group levels

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
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
	Total	216 Hours	6

Field Practicum Evaluation:

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports Application of theory in to practice Completion of requirements: (Organizational visits (5), Organizational Study (1), Intervention: (Case history and mental status examination (5), individual (3),Group (1), Completion of 198 hours in the agency based field work)	5

Semester 3: Elective Courses (Specialisation Groups)	
Group 1: Community Development (CD)	
PWC3CST0121	Rural & Urban Community Development
PWC3CST0221	Environment and Sustainable Development
PWC3CST0321	Community Health for Development Practice
PWC3CST0421	Local Self Governance
PWC3CST0521	Social Entrepreneurship Development

PWC3CST0121 RURAL & URBAN COMMUNITY DEVELOPMENT

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO-1	Illustrate the concepts of rural and urban community
CO-2	Develop the strategies and approaches for Rural & Urban Development
CO-3	Recognize the problems and issues of People in Rural/Urban/ Tribal/Coastal settings in India and the various Governmental programmes and interventions in these settings.
CO-4	Analyse the functioning of rural and urban local self-government (LSG) and cooperative institutions and their contribution towards Rural and Urban Development.
CO-5	Demonstrate the knowledge of the role of Civil Society and NGOS in Rural and Urban Development

Course Outline

Module 1:- Introduction to Rural and Urban Community Development

- Definitions, concepts and objectives of rural community development.
- History and evolutions of rural community development models in India. Concepts of urban, urbanism, urban community development, urbanization.
- Principles and Theories of urban development: sector theory, concentric zones and multiple nuclei theory.

Module 2:- Rural and Urban Problems

- Rural Poverty and unemployment. Water and Sanitation, Problems of Agriculture farmers and workers and food security issues in Rural India.
- 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.
- Tribal community's social and development problems and interventions, Coastal community.

Module 3:- Strategies, Approaches and Policies in Rural and Urban Community Development

- Concept of sustainability and sustainable development.
- Various Approaches to rural and urban development in India. A critical review of India's strategies for rural and urban development.

- National and state policies for rural and urban development. Five year plans and urban development welfare programmes for urban poor
- Urban development authorities at national and state levels.
- Models of urban development in India. Public private partnership (PPP) for urban development (eg. Ahmedabad Urban Development Project).

Module 4:- Programmes for Rural and Urban Development

- Ongoing programmes of Ministry of Rural Development and Panchayath Raj of GOI and GOK.
- Analysis of Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS).
- Programmes of Ministry of Urban Development at national and state levels. Urban housing schemes in Kerala
- Programmes of urban cooperative banks in Kerala

Module 5:- Civil Society and NGOs in Rural Development

- An Analysis of Cooperative Movement and its contribution towards Rural development in India
- NGOs intervention in Rural development. Local initiatives and leadership in empowering rural communities.
- NGOs intervention in urban problems and urban community development. Role of civil society organizations (Resident associations and citizen clubs) in urban community development.
- Intervention of Corporate in urban problems: Case studies of Corporate Social Responsibilities (CSR) for urban community development

Pedagogical Tools

1. Lecture
2. Field Work
3. Group Discussion
4. Case studies

Expected Skills, Proficiencies and Values

1. Sustainable Development
2. Community Development Skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References:

1. Barik, C.K &Sahoo, U.C. (2008). Panchayati raj institutions and rural development. Jaipur: Rawat.
2. Bhose, J.S.G.R. (2003). NGOs and rural development: Theory and practice. New Delhi: Concept.
3. Johri, P.K. (2005). Social work for community development. New Delhi: Anmol.
4. Munjal, S. (1997). Rural development and cooperation .Jaipur: Sublime.
5. Sharma, R.K. (1997). Rural sociology. New Delhi: Atlantic.
6. Singh. (2009). Rural development principles, policies and management. New Delhi: Sage.
7. Sisodia, Y.S. (2007). Rural development: Macro-micro realities. Jaipur: Rawat.
8. Tripathy, S.N (1998). Cooperatives for Rural Development. New Delhi: Discovery.
9. Das, A.K. (2007). Urban planning in India. New Delhi: Rawat.
10. Goel, S.L. & Dhaliwal, S.S. (2004). Slum improvement through participatory urban based community structures .New Delhi: Deep & Deep.
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.
13. Reddy J.S. (2006). Indian's urban problems. New Delhi ISI.
14. Thudipara J.Z. (2007). Urban community development (ed.2). New Delhi: Rawat.

PWC3CST0221 ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course outcomes
CO-1	Develop an understanding about the interrelatedness of human life and environment.
CO-2	Analyse the problems arising out of environmental degradation and globalization.
CO-3	Demonstrate the knowledge of the role of social work practice in tackling environmental issues and disaster Management
CO-4	Develop a sense of awareness about the environment and its various problems.
CO-5	Recognize the policies and programmes of the government of India for environment protection.

Course Outline

Module 1:- Concepts: Environment & Ecology

- People and Environment Interaction: Environment, Components of environment, Factors affecting Environment, Types of environment.
- Hazards-Geographical ,Climatic and Atmospheric, The Interrelatedness of living organisms and natural resources
- Political Ecology - a frame work for understanding sources and political ramifications of environmental change

Module 2:- Environmental Crisis

- Climate change and Global warming-Causes, Problems and interventions
- Energy Conservation and Management- Conventional and non- conventional sources of energy
- Waste Management; Pollution - Air, Water, Soil, Noise, Light, Radioactive.
- Impact of Pollutants on Human Life, Prevention and control of pollutions
- Laws related to environment. National Environment policies, National green tribunal, Environment Issues in India

Module 3:- Social Work and Environment:

- Green protocol, Green Social Work Initiatives, Environment Education, Environment Ethics, Promotion Environment Movements, Environment Management -EIA.

Module 4:-Sustainability:

- Principles of Sustainable Development: History and emergence of the concept of Sustainable Development, Definitions, Environmental issues and crisis, Resource degradation, greenhouse gases, desertification, social insecurity, Industrialization, Globalization and Environment.

Module 5: Sustainable Development and International Contribution:

- Components of sustainability, Complexity of growth and equity, International Summits, Conventions, Agreements, , Action plan for implementing sustainable development, Sustainable Development Goals, Moral obligations and Operational guidelines.
- Socio-economic Sustainable Development Systems: Socio-economic policies for sustainable development, Strategies for implementing eco-development programmes,

Pedagogical Tools

1. Lecture
2. Field Work
3. Environmental activities
4. Practical Lab
5. Group Discussion
6. Case studies

Expected Skills, Proficiencies and Values

1. Professional Ethics and standards
2. Human Values/ Indian Values/ Indian Culture/ Indian Heritage
3. Environmental issues
4. Sustainable Development

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Fieldwork

References

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

PWC3CST0321 COMMUNITY HEALTH FOR DEVELOPMENT PRACTICE

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Develop an understanding about the concept of health and integrated approach to health in the context of Development.
CO-2	Critically analyze plans and policies/services in health and implications for social work practice
CO-3	Demonstrate knowledge on concepts of Community Health, community participation, vital indicators and demographic data of health
CO-4	Apply the intervention skills in in community health sector
CO- 5	Develop an understanding about the social work interventions in the community.

Course Outline

Module 1:- Community Health & Epidemiology

- Community Health-Definition and Scope. Concept of Public health- Definition, Objectives and Areas of Public health
- Concept and various dimensions of: International /Global Health, Environmental health, Nutritional Health, Occupational Health, Maternal and child health Community Mental Health.
- Meaning and scope of epidemiology: Models and factors associated with health and diseases, Preventive and promotive health
- Special aspects of community health-Alcoholism and Drug Dependence -Agent factors, prevention, treatment and Rehabilitation- Physical and Psychological aspects of Community Health

Module 2:- Health care system and health problems in India

- Definition of health, aspects and indicators of health. Health care systems: Organization of the various health care system- Private Health system, Indigenous system, Voluntary health system, Problems of health care system
- Important health problems in India- Current Major healthcare issues.
- Health Economics - Basics of health economics, Demand/Supply of Medical Care

Module 3:- Health Policies and Programmes

- Policies -National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in implementation of Health insurance
- 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.
- International Health organizations (WHO, UNCEF, Red Cross)
- State health programmes for weaker sections, physically challenged and developmentally challenged

Module 4:- Health Planning and Management **Concept of Health Planning & Planning Cycle,**

- Health Planning in India and Five Year plans
- 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
- Management techniques and methods

Module 5:- Social Work Interventions in Community Health

- Need for social work Intervention in Community health practice-
- Skills of a social worker in health care
- Preventive and promotive programmes
- Health education in schools/families/communities. Role of social worker in community health care services

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Health care sector
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Basavanthappa.B.T. (1998). Community Health Nursing, Jaypee Brothers
2. Dawra,S.(2002). Hospital Administration and Management. New Delhi: Mohit Publications
3. Goel, S.L.(2004).Health Care Management & Administration. New Delhi: Deep & Deep Publications Pvt. Ltd.
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5. Hellberg J.H. (1971).Community health, Co-ordinating Agency for Health Planning
6. Park K, (1997)..Preventive and Social Medicine,Jabalpur:BanarsidasBhanot Publishers
7. Rajneesh, Goel. (2002).Community health care, Deep & Deep Publications
8. Sundar, Kasturi. (1997). Introduction to Community Health Nursing: with Special Reference to India,B.I.Publications
9. Tabish, S.A.(2001). Hospital & Health Services Administration. New Delhi: Oxford University Press.

PWC3CST0421 LOCAL SELF GOVERNANCE

Total Credits: 3 Total Hours: 54

Course Outcome

Students will be able to

CO-1	Develop an understanding about the local Self Governance system
CO-2	Organise community development activities
CO-3	Implement participative planning tools
CO-4	Describe the duties and responsibilities of the various positions and committees in LSG
CO- 5	Develop an understanding about the duties and responsibilities of the elected representatives

Module 1

- Local Governance System, Local Governance, Constitutional Provisions, LSGIs and Local Governance System, Strength of the LSGIs Integration of Three Tier Panchayats, Number of Constituencies of the LSGIs, Institutions and Functionaries
- Committee System, Collective Responsibility, Standing Committees Steering Committee, Functional Committees, Sub committees, Ward Committees, Joint Committees Managing Committees for Public Health Institutions, Jagratha Samithi, Other Committee Systems

Module 2

- Duties and functions of the Panchayat/Municipality, Mandatory Functions, General Functions of Grama Panchayats/Municipalities, Block Panchayats, District Panchayats, Sector -wise Functions, Powers to Perform Functions

Module 3

- Duties and Responsibilities of Elected Representatives, Functions and Responsibilities of Panchayat President, Functions of the Vice President, Functions of the Chairpersons of the Standing Committees, Functions of Panchayat Members, Duties and functions of the Chairperson/Mayor, Functions of the Deputy Chairperson/Deputy Mayor, Functions of the Chairpersons of Standing Committees, Functions and Responsibilities of Councillors, Rights of Members of Panchayat/Councillors of Municipality, Relationship between Elected Representatives and Officials

Module 4

- Local Planning, History, 73rd and 74th Amendments in the Indian Constitution, Local Level Planning in Kerala – Features,
- Participatory Planning – Importance, Methodology of Participatory Planning, Formulation of Local Plan – Procedure, Formation of Working Groups, Preparation of Status Reports, Community Plan, Grama Sabha/Ward Sabha Meetings, Development Report and Plan Document (Draft Preparation), Development Seminar, Plan

Finalization, Preparation of Projects, Project Vetting and Approval, Approval of Plan by the Local Body, Approval of Plan by the District Planning Committee, Project Implementation

Module 5

- Citizen Governance, Decentralization and Democracy, Participation in Administration – Grama Sabhas, Ward Sabhas, Ward Committee (Formation, Structure, Agenda, Quorum, Relevance) Powers, Rights, Duties and Responsibilities of Grama Sabha, Ward Committees and Ward Sabhas, Authorised persons for conducting Grama Sabha/Ward Sabha/Ward Committee, Convening the Meeting of Grama Sabhas/Ward Sabhas, Convening the Meeting, Special Grama Sabha/Ward Sabha, Types (Youth, Women, Senior Citizens, Physically/Mentally Challenged, Oorukoottam, Matsya Sabha (Assembly of Fisher People))
- Good Governance, Principles of Good Governance and Local Governance, Good Governance Systems

Reference

- Dutta, A. (1994). Constitutional Status of Local Government in India. *The Indian Journal of Public Administration*. Pp. 41–56.
- Hardgrave, R (2000) *India, Government and Politics in a Developing Nation*. New York: Harcourt College Publishers.
- Kerala Institute of Local Administration. (2014). *Decentralisation Participatory Planning and Development in Kerala*. Thrissur: KILA.
- Kerala Institute of Local Administration. (2014). *Local Governance System and Students*. Thrissur: KILA.
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- Kerala Institute of Local Administration. (2016). *Local Governance: 2. Good Governance*. Thrissur: KILA.
- Kerala Institute of Local Administration. (2016). *Local Governance: 3. Total Quality Management*. Thrissur: KILA.
- Kerala Institute of Local Administration. (2016). *Local Governance: 4. Local Planning*. Thrissur: KILA.
- Kerala Institute of Local Administration. (2016). *Local Governance: 6. Institutions and Services*. Thrissur: KILA.
- Kerala Institute of Local Administration. (2016). *Local Governance: 5. Citizen Governance*. Thrissur: KILA.
- Kumar, A. (2019). Effective Local Self-Governance Through Gram Panchayats: A Case Study from Rural India. *The International Journal of Community and Social Development*, 1(2), 106–123. <https://doi.org/10.1177/2516602619844147>
- Matthew, G. (1994) *Panchayati Raj — From Legislation to Movement*. New Delhi: Concept Publishing Company.
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- Tinker, H. (1968) *The Foundations of Local Self-Government in India, Pakistan and Burma*. New York: Praeger.

PWC3CST0521 SOCIAL ENTREPRENEURSHIP DEVELOPMENT

Total Credits: 3 Total Hours: 54

Course outcomes

Students will be able to

Co. No	Course Outcomes
CO-1	Describe the basic skills needed for an entrepreneur
CO-2	Discuss the entrepreneurial process
CO-3	Develop an understanding about the various steps involved in starting a small enterprise
CO-4	Promote entrepreneurial activity for community Development
CO- 5	Analyze the government policies for Small Scale Industries

Course Outline

Module 1:-Entrepreneur and Entrepreneurship

- Characteristics of Entrepreneurs – Entrepreneurial Competencies– Creativity, Problem Solving, Decision Making, Communication, Leadership, Self-Analysis, Personal Efficacy, Culture & Values, Risk Taking Behaviour, Technology Backup
- Types of Entrepreneurs
- Role of Entrepreneur in Economic Development
- Factors Affecting Entrepreneurial Growth in India

Module 2:-Entrepreneurial Process

- Steps in Entrepreneurial Process – Deciding, Developing, Moving, Managing, Recognizing
- Identification of Business Opportunities for Small Business - Project Ideas, Screening of Project Ideas; Environment Scanning and Opportunity Analysis; Technical Analysis
- Entry Strategies – New Product, Franchising, Partial Momentum, Sponsorship & Acquisition
- Intellectual Property – Creation & Protection

Module 3:-Small Enterprises and Enterprise Launching

- Meaning of Small Scale – Rationale, Objective & Scope of SMEs– Role of SMEs in Economic Development of India –
- An overview of Women Entrepreneurship in India – Problems &

- Prospects
- SME – Floating of SMEs – Registration – NOC from Pollution Board – Machinery & Equipment Selection
- Methods of Project Appraisal –Economic Viability and Market Feasibility
- Requirement of Financial Institutions – Projected Financial Statement Preparation

Module 4:-Role of Support Institutions for SMEs

- Government Policies for Small Scale Industries (SSIs)
- Role of DICs, SFCs, SIDBI, Entrepreneurship Development Institutes (EDIs)
- Khadi and Village Industries Corporation / Board
- Critical Appraisal of Support Institutions & Govt. Policies
- Case Studies – Successful & Unsuccessful Entrepreneurs
- Key Variables explaining Success / Failures
- Industrial Sickness – Reasons
- Discussion on Future of SMEs in India

Module 5:- Social Entrepreneurship

- What is social entrepreneurship - Various Dimensions of social entrepreneurship - Approaches to Social entrepreneurship – Non-profits, Philanthropy and Hybrid Ventures – Corporate Social Entrepreneurship – CSE- concept, importance and typology of CSR, antecedents to corporate social entrepreneurship- Stakeholder significance, Social Pro- activeness, Corporate Governance, Transparency (Disclosure); Outcomes of CSE, making Ecopreneur- the concept and significance, Sustainability Entrepreneurship and organizational Innovation
- Social Entrepreneurship and Business – Micro financing and social entrepreneurship – Social Entrepreneurship for Community Empowerment

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Role Play
5. Group Discussion
6. Case studies
7. Workshops

Expected Skills, Proficiencies and Values

1. Entrepreneurship
2. Employability enhancement
3. Gender Empowerment
4. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Idea Pitching Assignment

Reference

1. Thomas L. Wheelen, J. David Hunger (2010). Strategic Management and Business Policy, Pearson/Prentice Hall.
2. Lesikar, Flatley, Rentz&Pande. (2010). Business Communication, TMH
3. Barringer & Ireland. (2010). Entrepreneurship: Successfully Launching new Venture, Prentice Hall
4. Stevenson, H. H., & Jarillo, J. C. (2007). A Paradigm of Entrepreneurship: Entrepreneurial Management. Entrepreneurship: Concepts, Theory and Perspective, 155-170. Mohanty, S. K. (2005). Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd.
5. Zimmerer, T. W., Scarborough, N. M., & Wilson, D. (2005). Essentials of Entrepreneurship and Small Business Management. Pearson/Prentice Hall
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7. Arthur, A, Thomson and Strickland, A. J. (2002). Strategic Management – Concept and Cases, Tata McGraw Hill, New Delhi.
8. E. H. McGrath, S.J. (2012). Basic Managerial Skills for All. 9th ed. Prentice-Hall
9. Jack M. Kaplan, & Warren C, Anthony (2009). Patterns of Entrepreneurship Management , Wiley and Sons

Semester 3: Elective Courses (Specialisation Groups)	
Group 2: Family and Child Welfare (FCW)	
PWF3CST0121	Social Work Practice With Families
PWF3CST0221	Policies and Programmes for Children and Youth
PWF3CST0321	Population dynamics and Reproductive and Child Health
PWF3CST0421	Gender And Development
PWF3CST0521	Disability and Social Work

PWF3CST0121 SOCIAL WORK PRACTICE WITH FAMILIES

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Illustrate family as a social institution and the different conceptual frameworks for understanding marriage and family
CO-2	Develop an understanding about the family life education programmes.
CO-3	Apply the knowledge and skills of family therapy.
CO-4	Describe the various Settings of family practice
CO-5	Interpret the various programmes for the welfare and development of the family

Course Outline

Module 1:- Family as a social institution

- Concept of family, Definition Marriage and Family, Types of family, Functions of family
- Qualities of successful families, Trends and changes in Marriage & Family in Global and Indian Contexts
- Overview of Conceptual frame works for Understanding Marriage and Family: Family Systems Perspective, Family Developmental Perspective.
- symbolic interaction framework, Structural/functional framework, exchange framework
- 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.

Module 2:- Lifespan Approach to Family

- Family life cycle - Characteristics, goals, needs, tasks and problems of each stage in the family life cycle. Variations affecting the life cycle
- Family Life Education-Concept, philosophy, goals and significance

Module 3:- Family Dynamics: Assessment of Family

- Models for understanding family Dynamics: The Mc Master Model of Family functioning, Structural Approach, Triaxial Scheme, The Circumplex Model.
- Overview of family assessment, Family Assessment interview, Criteria for assessing family functioning.

- Components of family assessment
- Genogram, Eco-map, Time line, family mapping, Three Houses Tool

Module 4:- Family Social Work

- Family social work - Concept & Definition, historical background - Assumptions - Principles.
- Family Social Work, Family Counseling and Family Therapy - similarities and differences.
- Different phases of Family Social Work - Beginning phase - Assessment phase - Goal Setting and Contacting - Intervention phase - Behaviour change - Intervention phase - Evaluating outcome.

Module 5:- Family Social Work Practice

- Scope and practice of social work in - Family Service Agencies (governmental and nongovernmental)
- Premarital counselling centers, Family Counselling Centers, Family Courts, Family Welfare Clinics, Suicide Distress Centers, Community Centers,
- Adoption and Foster Care Agencies, Rehabilitation Centers, Sponsorship Programmes
- Geriatric care, palliative care and support, Organ donation and support.
- Existing policies, programmes, legislations, organizations in the field of family welfare and development
- Introduction to Family Therapy ,Family Therapy - History, Concepts and Techniques
- Overview of different Models & Stages of Family Therapy

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Social Work Practice with Family
2. Gender Empowerment
3. Professional Ethics and standards
4. Human Values
5. Indian Values
6. Skills for Family therapy

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Carter, Betty, Monica Mc Goldrick (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. New York : Pearson Education
3. Collins, D. Jordan, Cathleen, Coleman, Heather (1999j). An Introduction to Family Social Work. Illinois: F.E. Peacock Publishers
4. Desai, M. (ed), (1994). Family and Intervention: A course Compendium. Mumbai : Tata Institute of Social Sciences.
5. Horne, Arthur M (2000). Family Counseling and Therapy. New York : F E Peacock Publishers.
6. Ingoldsby, Bron B (2004). Exploring family theories. California: Roxbury Publishing Company.
7. Khasgiwala, A. (1993). Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.
8. Kilpatrick, Allie C (2009). Working with Families : An Integrative model by Level of Need. New York : Pearson Education
9. Marie Mignon Mascarehas (1989). Family Life Education Value Education. Bangalore Crest Publications
10. McCubbin, H.I. & Figley, C.R. (1984). Stress and family: Coping with Normative Transitions. New York: Brunner Publishers.
11. Nichols Michael P (2009), Inside Family Therapy : A Case study in Family Healing. New York : Pearson Education.
12. Patterson, Joellen (1998). Essential skills in Family Therapy From the First Interview to Termination. New York : Guilford Press.
13. Sally Holland (2011). Child & Family Assessment in Social Work Practice. New York : Sage publications.

PWF3CST0221 POLICIES AND PROGRAMMES FOR CHILDREN AND YOUTH

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to

Co. No	Course outcomes
CO-1	Examine the needs of children in various circumstances
CO-2	Develop a comprehensive understanding of legal provisions for children in India.
CO-3	Interpret the schemes and programs in India to facilitate application in fieldwork.
CO-4	Examine needs and challenges faced by youth
CO-5	Application of knowledge and skills in working with youth

Course Outline

Module 1:- Situational Analysis of Children in India

- Needs and problems of a growing child.
- 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)
- Situational Analysis of Children in Conflict with Law, Children in Contact with Law.
- Situational Analysis of Children with Special Needs: Children living with Disabilities, terminal illnesses, HIV/ AIDS

Module 2:- Child in India: the legal mandates

- Constitutional Provisions enshrined for children
- Policies for Children: National Policy for Children (1974/2013), National Policy on Education (1986), National Policy on Child Labour (1987), National Charter for Children (2003), National Early Child Care and Education Policy (2013) National Plan of Action for Children (2005/2016)
- Institutional framework: National/State Child Rights Commission, Child Welfare Committee, Juvenile Justice Board, District Child Protection Unit, Institutionalized Children

Module 3:- Child Rights and Child Welfare Programmes

- UN Conventions on the Rights of Child -Right to Survival, Right to Development , Right to Protection , Right to Participation
- Schemes and Programs to ensure child rights: ICDS, ICPS, Child line, Schemes and programmes under LSGs
- Interventions in the field of Child Welfare at Individual, Familial and Community levels.

Module 4:- Introduction to Youth

- Definition, characteristics, needs of youths, Situational Analysis of Youths in India, Problems of Youth: Unemployment, Youth Unrest, Substance Abuse, HIV/AIDS: Suicide, Generation Gap, Radicalization and Terrorism
- National Youth Policy
- Govt. and Non-Govt. Programmes for youth: educational, recreational, vocational guidance and counselling, employment, leadership and health, NSS, NCC, NYK, National Skill Development Framework
- Youth Welfare organizations: National and International

Module 5:- Social Work with Youth

- Principles, skills and values in working with youth
- Issues and challenges in Youth development
- Social work methods and working with youth, Role of asocial worker in youth development

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Practical Lab
4. Role Play
5. Group Discussion
6. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Social Work with Children and Youth
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

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. SuchitraSDinkar (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 NewMillennium.RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore
6. Saraswathi, T., Menon, S., & Madan, A. (2018). Childhoods in India: Traditions, Trends and Trnsformation. Routledge Publications.
7. Ministry of Statistics and Programme Implementation. (2017). Youth in India
8. Ministry of Statistics and Programme Implementation. (2018). Children in India: A Statistical Appraisal
9. Rashmi Agrawal (2008). Education for Disabled Children. New Delhi : Shipra publications
10. Michele Henderson, (2009).How to Motivate Children to Learn.Newyork : Epitome Books
11. Saraswathi,S (2008).Indian Youth in the NewMillennium.RGNIYD [Rajiv Gandhi National Institute of Youth Development], Coimbatore,
12. Vasanthi Rajendran (2006). Youth and Globalisation, RGNIYD [Rajiv Gandhi National Institute of Youth Development] Coimbatore

**PWF3CST0321 POPULATION DYNAMICS AND REPRODUCTIVE
CHILDHEALTH**

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
Co-1	Develop a comprehensive understanding of the basic demographic elements, measures and its applications in field of family and child welfare
Co-2	Analysis of the transition of population dynamics and its implications on family and households in order to aid assessments of individual cases
Co-3	Critical evaluation of Population programs and policies in India and in the global context to develop perspectives and synthesize in framing programs/ activities in fieldwork.
Co-4	Examine the factors leading to reproductive ill health burden in community and developing programmes to address them effectively
Co-5	Explain the professional skills and technical know-how to construct new IEC materials for propagation of RMNCH and Family Welfare

Course Outline

Module 1:- Demography: An Introduction

- Demography: Definition, Scope, Basic Elements: Size, Composition and Distribution
- Demographic Processes: Fertility, Mortality & Migration
- Theories of Population
- 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
- 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

Module 2:- Demographic Transition and impact on Population Dynamics

- Theory of Demographic Transition
- Transitions in Health and Mortality, Fertility, Age, Migration and Urbanization
- Family and Household Transition.

Module 3:- Population Policies and Programmes

- Overview of Population policies and programs in India: Phase I: Programs until 1977, Phase II: Post Emergency Phase (1977-95), Phase III: Post ICPD Phase (1996-15)
- National Population Policy 2000
- Family Welfare Schemes in India: Appraisal of Family planning services in terms of Birth Spacing Methods, Natural Methods and Terminal Methods
- World Population policies, International Conference on Population and Development, Current State of World Population (UNFPA)

Module 4:- Reproductive and Child Health: Programs and policies in India

- Situational Analysis of Maternal and Child Health in India
- Govt. Initiatives to address Maternal and Child Health in India
- RCH Programmes Phase I & Phase II

Module 5:- Reproductive and Child Health

- Burden of Reproductive Ill Health: Unintended Pregnancies, Unsafe Abortions, Reproductive Tract Infections (RTI's)
- Infertility, Violence against Women, Female Genital Mutilation
- Reproductive Maternal New Born Child and Adolescent Health (RMNCH+A)
- Assessment and Levels Interventions for Reproductive Maternal New Born Child and Adolescent Health (RMNCH+A)

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies
6. Flipped Class Room

Expected Skills, Proficiencies and Values

1. Gender Empowerment
2. Professional Ethics and standards
3. Human Values

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Black, R., Laxminarayan, R., Temmerman, M., & Walker, N. (2016). *Disease Control Priorities: Reproductive, Maternal, New Born and Child Health* (3rd ed.). Washington: World Bank Group.
2. Eager, P. (2017). *Global Population Policy*. New York: Routledge Publications.
3. Goel, S. (2005). *Population Policy and Family Welfare: Reproductive and Child Health Administration (RCH)*. New Delhi: Deep & Deep Publications.
4. Jejeebhoy, S., Kulkarni, P., Shanthi, K., & Mehrotra, F. (2014). *Population and Reproductive Health in India: An Assessment of Current Situation and Future Needs* (1st ed.). Oxford University Press.
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6. Pressat, R. (2009). *Demographic Analysis: Projections on Natality, Fertility & Replacement*. New Jersey: Aldine Transaction Publishers.
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8. Rao, M. (2018). *The Lineaments of Population Policy in India: Women and Family Planning* (1st ed.). New Delhi: Routledge.
9. Replacement. New Jersey: Aldine Transaction Publishers.
10. Seetharaman, S. (2018). *Dynamics of Population*. New Delhi: Studera Press.
11. Sharma, R. (2007). *Demography & Population Problems*. New Delhi: Atlantic Publishers.
12. Sinha, V., & Zacharia, E. (2016). *Elements of Demography* (2nd ed.). New Delhi: Allied Publishers.
13. Srinivasan, K. (2018). *Population Concerns in India*. New Delhi: Sage Publications.
14. UNFPA. (2018). *The Power of Choice: Reproductive Rights and Demographic Transitions*.
15. Visaria, L., & Ved, R. (2016). *India's Family Planning Programme: Policies, Practices and Challenges*. New Delhi: Routledge Publications.
16. Weeks, J. (2016). *Population: An introduction to Concepts and Issues* (12th ed.). Linda Schrieber-Ganster.
17. World Health Organization. (2015). *State of Inequality: Reproductive, Maternal, New Born and Child Health: Interactive Visualization of Health Data*. Luxembourg.

PWF3CST0421 GENDER AND DEVELOPMENT

Total Credits: 3 Total Hours: 54

Course Outcome

Students will be able to:

Co. No	Course Outcomes
Co-1	Interpret the social construction of gender
Co-2	Develop gender perspectives in analyzing social realities
Co-3	Explore gender and development approaches and strategies with specific reference to India.
Co-4	Analyze the expressions of gender disparity in detail
Co-5	Discuss the policies and mechanisms with a gender focus

Course Contents :

Module 1:- Conceptualizing Gender

- Gender as a social construct, Gender identity, equity, discrimination
- Patriarchy - Social structure and social institutions
- Feminism: Major feminist thoughts

Module 2:- Gender Perspectives in Development

- Women's movement in national and international context: Ideologies (IWM); Women in anti-colonial struggles, women in social movements - Telangana, Tebhaga, Naxalbari, Chipko, NBA
- Paradigm shift from welfare to rights based approach: Historical context and relevant international conferences
- Gender approaches to development: Practical and Strategic Gender Needs, WID, WAD, GAD
- Gender analysis tools and models: Gender budgeting, Gender Development Index, Gender Empowerment Measure, Human Poverty Index

Module 3:- Gender Inequality

- Expressions of Gender disparity: Education, health, property, employment and livelihood, decision making, feminisation of poverty
- Gender based violence: Theoretical perspectives
- Manifestations of gender based violence: Domestic violence, trafficking in women and children, rape, sex selective abortion, female infanticide, child marriage

Module 4:- Gender Mainstreaming

- Gender mainstreaming as an approach to gender parity
- Principles, strategies and tools of mainstreaming
- State and civil society initiatives: UNO, Millennium Development Goals
- Changing institutional response -- Case studies of best practices and critique
- Advocacy and capacity building strategies for promoting gender parity

Module 5:- Policies and Mechanisms

- Constitutional and legislative safeguards Policies and plans with gender focus
Institutional mechanisms: National Commission for Women, RashtriyaMahilaKosh, Crime Against Women Cell, Family Court, Family Counselling Centres and Crisis intervention Centres

Pedagogical Tools

Lecture

Field Work

Organizational Visit

Role Play

Group Discussion

Case studies

Expected Skills, Proficiencies and Values

Employability enhancement in Social Work Practice with women

Gender Empowerment

Professional Ethics and standards

Human Values

Internal Evaluation Methods

Attendance

Written Exam

Assignments

Seminar

Credit for Merit

Reference

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2. Dube, L. &Palriwala, R (1990) Structures and Strategies: Women, and Family. New Delhi: Sage.
3. Gandhi, N. & Shah, N (1993) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali for women.
4. Goonesekere, S. (ed.) (2004) Violence, Law and Women's Rights in South Asia. New Delhi: Sage Publications.
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7. Rose, K (1992) Where Women are Leaders. New Delhi: Sage publications.
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9. Thomas, T (1964) Indian Women Through the Ages: A Historical Survey of the Position of Women and the Institutions of Marriage and Family in India from Remote Antiquity to the Present Day
10. Omvedt, G (1990) Violence Against Women: New Movements and New Theories in India. New Delhi: Kali for Women.
11. Andal, N (2002) Women in Indian Society: Options and Constraints. New Delhi: Rawat Publications.
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PWF3CST0521 SOCIAL WORK AND DISABILITY

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
Co-1	Develop an in-depth understanding about disability and the needs of people with disability.
Co-2	Demonstrate the knowledge and skills to work alongside the people with disability in an inclusive way.
Co-3	Acquire knowledge about the various services rendered to the people with disability
Co-4	To critically analyze the social realities related to the field of disability and to positively work in the areas of prevention, intervention and rehabilitation accordingly.
Co-5	Discuss the rehabilitative strategies for the people.

Course Contents:

Module 1:- Understanding Disability

- Impairment, Handicap, disability & differently abled meaning nature and type.
Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models
Incidence and prevalence of disability: National and international perspectives, extent of disability in India
- Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

Module 2:- Needs and problems of persons with disability

- Needs and problems of Person With Disability (Each type) related to • daily activities,
• education- Special and inclusive
- vocation and employment , • interpersonal relationship

- Health including physical, mental, reproductive and sexuality • Psychology of disability, adjusting to one's own disability, self esteem

Module 3:- Services rendered to the Disabled person

- Disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.
- Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.
- Causation of disabilities, disabled people in the society and societal responses. Government Schemes

Module 4:- Prevention

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Prevention of disease causing disability and safety measures to avoid disability.

Module 5:-Rehabilitation-

- Introduction, types, Level of rehabilitation- Prevention, promotion, tertiary
- different areas- medical ,education, psychological adjustment, vocation, employment rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music Different setting such as School, hospital. Community, clinic
- Enabling environment
- Role of Social Worker in rehabilitation of Person With Disability and as a vital member of Multidisciplinary rehabilitation team

References:

1. Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworth Congate Learning, publication., Canada.
2. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001), Handbook of Disability Studies. California: Sage Publications.
3. Oliver, M. (1996) ,Understanding Disability: From Theory to Practice. Basingstoke, New York: Palgrave.
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5. Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999), The Psychological and Social Impact of Disability. New York: Springer.
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8. World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
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10. Karna, G.N. (2001), Disability Studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
11. Karna, G.N. (1999), United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:
12. Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Semester 3: Elective Courses (Specialisation Groups)	
Group 3: Medical and Psychiatric Social Work (MPSW)	
PWM3CST0121	Clinical Assessment and Diagnosis of Psychiatric Disorders
PWM3CST0221	Social Work in the Field of Health
PWM3CST0321	Health Care Administration and Community Health
PWM3CST0421	Social Work with Differently Abled people
PWM3CST0521	Psycho Social aspects Mental Health and Rehabilitation

PWM3CST0121 CLINICAL ASSESSMENT AND DIAGNOSIS OF PSYCHIATRIC DISORDERS

Total Credits: 3, Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Demonstrate the knowledge and skills of assessment in mental health settings.
CO-2	Explain the knowledge in clinical psychopathology
CO-3	Develop an understanding of the nature, causes, types and treatment of mental health disorders in children, adolescents and adults.
CO-4	Explain the knowledge of Socio-Cultural factors influencing mental health.
CO-5	Analyse and develop a critical understanding of Mental Health Policies.

Course Outline

Module 1:- Psychiatry & Psychiatric Assessment

- Psychiatry - Definition, History and Growth of Psychiatry, Traditional; and Modern attitude towards psychiatric illness
- Define psychopathology
- Assessment in psychiatry: Psychiatric interviewing - Content, types, techniques & skills,
- Case history recording – components and implications of demographic factors, family history, personal history, premorbid personality, life situation and various aspects of mental status examination, diagnostic formulation

Module 2:- Overview of Clinical Psychopathology

- Disorders of perception, thought, speech, memory, emotion, experience of the self, consciousness & Motor disorders
- Classification in psychiatry - Need, types -
- ICD 11 & DSM V- ICD 11- Categories of classification
- Overview of Diagnostic Guidelines

Module 3:- Neurotic and Behavioural Syndromes

- Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:
- Neurotic, stress-related and somatoform disorders - Phobia, Obsessive Compulsive Disorder, Panic Disorder,
- Generalized Anxiety Disorder, Dissociative Disorder, Somatoform Disorder
- Social - Cultural factors in psychiatric disorders with special reference to India.
- Transcultural psychiatry - culture bound syndromes. Behavioural syndrome associated with physiological disturbances and factors- Eating Disorders, Sleep Disorders, Sexual Dysfunction

Module 4:- Psychological Disorders

- Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:
- Organic Disorders - Dementia, Delirium, Epilepsy, Alcohol and Substance Abuse
- Personality Disorders: Paranoid, Dissocial (Anti-social), Emotionally unstable (Impulsive & Borderline)
- Histrionic, Anankastic, Anxious-avoidant, Dependent.
- Childhood Disorders: Specific Learning Disability, Pervasive Developmental Disorder, Hyperkinetic Disorders, Conduct Disorder, Emotional Disorders, Mental retardation

Module 5:- Schizophrenia & Mood Disorders

- Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:
- Schizophrenia, schizotypal and delusional disorders
- Mood [affective] disorders - Mania & Depression
- Psychotic disorders due to general medical conditions
- Substance induced psychotic disorders

Pedagogical Tools

1. Lecture
2. Field Work
3. Organizational Visit
4. Role Play
5. Group Discussion
6. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in mental health Social Work
2. Therapeutic Skills in Mental health

Internal Evaluation Methods(

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. American Psychological Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: APA.
2. Gelder, M., Mayou, Richard., Cowen, Philip. (2001). Shorter Oxford Textbook of Psychiatry. New Delhi: Oxford University Press
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PWM3CST0221 SOCIAL WORK IN THE FIELD OF HEALTH

Total Credits: 3, Total Hours: 54

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Develop an understanding about the holistic concept of Health.
CO-2	Identify and analyze different health problems in India
CO-3	Assess the scope of social work methods in medical settings.
CO-4	Recognize the role and functions of a medical social worker in various settings
CO-5	Analyze the standards of social work practice in health setting

Course Outline

Module 1:- Basic Concepts

- Overview of Human Anatomy-major systems and functions
- An over view of the concepts: Curative Medicine, Preventive Medicine, Social Medicine, Family and Community Medicine.
- Natural history of diseases, Ice-berg concept of disease.
- Deficiency diseases related to proteins, fats, carbohydrates and Vitamins
- Problems of malnutrition in India - preventive and management measures. Alternative system of medicine in India -AYUSH

Module 2:- Communicable and Non Communicable Diseases

- Incidence, Prevalence, etiology, symptoms, of major
- Communicable and Non Communicable diseases
- Treatment and prevention of major Communicable and NonCommunicable diseases.
- Communicable diseases: Respiratory infections: Chickenpox, Measles, Mumps, Diphtheria, Tuberculosis. Intestinal infections: Poliomyelitis, Hepatitis, Cholera, Acute Diarrhoeal diseases, Typhoid.
- Arthropod - infections: Dengue Syndrome, Malaria, Filariasis.

- Zoonotic diseases: Rabies, Plague, Japanese encephalitis.
- Surface infections: Tetanus, Leprosy, STD, HIV/ AIDS.

Module 3:- Medical Social Work

- Meaning, Definition, Historical development and Scope of Medical Social Work in India.
- Illness as a social problem and its effects on the individual, family and community.
- Role of Social worker in prevention of disease and promotion of Health,
- Role of medical social worker- roles, functions and standards of social work in Health

Module 4:- Methods of Intervention and specific Skills

- Theories of health behaviour.
- Assessment: Bio-psychosocial Assessment and documentation, clinical reasoning and formulation
- Care planning: components of a care plan
- Quality assurance in hospital: NABH, JCI and RCI
- Grief Counselling, Genetic Counselling, Geriatric Counselling, crisis intervention, case management, Group Therapy,

Module 5:- Social work methods in medical settings

- Case work and Group work practice in medical Social Work- Process, recording, ethical considerations,
- Relevance of Treatment groups, task Groups, support groups in Medical social work practice.
- Clinical Research and applications.
- Patient and Family Education, Educating, Advocacy, Referrals, Resource Mobilization, Discharge planning, Public Relation
- Social Work Practice in: Oncology, Chronic diseases, palliative care

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Use of models
6. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in the field of Healthcare
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Cockerham William C (2000). Medical Sociology, Prentice Hall
2. Goel, S. L. (2004). Health care policies and programmes: Health care system and management-2, Deep & Deep Publications
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4. Work. University of Chicago Press.
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13. Yash Pal Bedi, (1980). Social and Preventive Medicine, Athma Ram & Sons

**PWM3CST0321 HEALTH CARE ADMINISTRATION AND COMMUNITY
HEALTH**

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO-1	Explain the concept of health and integrated approach to health in the context of Development.
CO-2	Critically analyze plans and policies/services in health and implications for social work practice.
CO-3	Demonstrate the knowledge on concepts of Community Health, community participation, vital indicators and demographic data of health
CO-4	Develop the skills for intervention in community health sector
CO- 5	Appraise the community based preventive and promotive programmes

Course Outline

Module 1:- Community Health & Epidemiology

- Community Health-Definition and Scope. Concept of Public health- Definition, Objectives and Areas of Public health
- Concept and various dimensions of: International /Global Health, Environmental health, Nutritional Health, Occupational Health, Maternal and child health Community Mental Health.
- Meaning and scope of epidemiology: Models and factors associated with health and diseases, Preventive and promotive health
- Special aspects of community health-Alcoholism and Drug Dependence -Agent factors, prevention, treatment and Rehabilitation- Physical and Psychological aspects of Community Health

Module 2:- Health care system and health problems in India

- Definition of health, aspects and indicators of health. Health care systems: Organization of the various health care system- Private Health system, Indigenous system, Voluntary health system, Problems of health care system
- Important health problems in India- Current Major healthcare issues.
- Health Economics - Basics of health economics, Demand/Supply of Medical Care

Module 3:- Health Policies and Programmes

- Policies -National Health Policy, Population Policy, Health for all, Population Dynamics in India and Kerala, GOI & State Govt. Policy in implementation of Health

insurance

- 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.
- International Health organizations (WHO, UNCEF, Red Cross)
- State health programmes for weaker sections, physically challenged and developmentally challenged
- **Module 4:- Health Planning and Management**
Concept of Health Planning & Planning Cycle,
- Health Planning in India and Five Year plans
- 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
- Management techniques and methods

Module 5:- Social Work Interventions in Community Health

- Need for social work Intervention in Community health practice-
- Skills of a social worker in health care
- Preventive and promotive programmes
- Health education in schools/families/communities. Role of social worker in community health care services

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Health care sector
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Basavanthappa.B.T. (1998). Community Health Nursing, Jaypee Brothers
2. Dawra,S.(2002). Hospital Administration and Management. New Delhi: Mohit Publications
3. Goel, S.L.(2004).Health Care Management & Administration. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Goel, S.L.,Kumar,R.(2007). Hospital Administration and Management- Theory and Practice. New Delhi: Deep & Deep Publications Pvt. Ltd.
5. Hellberg J.H. (1971).Community health, Co-ordinating Agency for Health Planning
6. Park K, (1997)..Preventive and Social Medicine,Jabalpur:BanarsidasBhanot Publishers
7. Rajneesh, Goel. (2002).Community health care, Deep & Deep Publications
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PWM3CST0421 SOCIAL WORK WITH DIFFERENTLY ABLED PEOPLE

Total Credits: 3 **Total Hours: 54**

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
Co-1	Develop an in-depth understanding about disability and the needs of people with disability.
Co-2	Demonstrate the knowledge and skills to work alongside the people with disability in an inclusive way.
Co-3	Acquire knowledge about the various services rendered to the people with disability
Co-4	To critically analyze the social realities related to the field of disability and to positively work in the areas of prevention, intervention and rehabilitation accordingly.
Co-5	Discuss the rehabilitative strategies for the people.

Course Contents:

Module 1:- understanding Disability

- Impairment, Handicap, disability & differently abled meaning nature and type.
Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models
Incidence and prevalence of disability: National and international perspectives, extent of disability in India
- Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

Module 2:- Needs and problems of persons with disability

- Needs and problems of Person With Disability (Each type) related to • daily activities, • education- Special and inclusive
- vocation and employment , • interpersonal relationship
- Health including physical, mental, reproductive and sexuality • Psychology of disability, adjusting to one's own disability, self esteem

Module 3:- Services rendered to the Disabled person

- Disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.
- Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.
 - Causation of disabilities, disabled people in the society and societal responses.

Module 4:- Prevention and Rehabilitation

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Prevention of disease causing disability and safety measures to avoid disability.

Module 5:-Rehabilitation-

- Introduction, types, Level of rehabilitation- Prevention, promotion, tertiary
- different areas- medical ,education, psychological adjustment, vocation, employment rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music Different setting such as School, hospital. Community, clinic
- Enabling environment
- Role of Social Worker in rehabilitation of Person With Disability and as a vital member of Multidisciplinary rehabilitation team

References:

1. Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworth Congate Learning, publication., Canada.
2. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001), Handbook of Disability Studies. California: Sage Publications.
3. Oliver, M. (1996) ,Understanding Disability: From Theory to Practice. Basingstoke, New York: Palgrave.
4. Rothman, J.C. (2003), Social Work Practice Across Disability. Boston: Allyn & Bacon.
5. Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999), The Psychological and Social Impact of Disability. New York: Springer.
6. Kundu C.L (ed) (2003), Disability status India, New delhi, Rehabilitation Council of India.
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11. Karna, G.N. (1999), United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi:
12. Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

PWM3CST0521 PSYCHOSOCIAL ASSESSMENT AND REHABILITATION IN MENTAL HEALTH PRACTICE

Course Outcomes

Co. No	Course Outcomes
Co-1	Develop an in-depth understanding of the biopsychosocial aspects of mental health.
Co-2	Acquire the skills to accurately assess the underlying causes of mental illness.
Co-3	Develop a holistic approach for intervention plans.
Co-4	Attain the skills for psychosocial rehabilitation.
Co-5	Acquire the competencies of a mental health social worker

Course Outline

Module 1 - Psychosocial aspects of Mental Health

- Concepts of mental health, mental ill-health and mental illness, bio-psycho social causes of mental illness, stress and reaction to stress.
- Social vulnerabilities and Mental Illness- Homelessness, poverty, marginalisation, childhood abuse, discrimination, violence or neglect, unemployment, caring for a family member or friend and other social disadvantages.
- Biopsychosocial model and 4P's in case formulations, resilience, building resilience and well-being, social work

Module 2- Psychosocial Assessment

- Psycho-social- concept, psychosocial assessment for severe and common mental disorders- Psycho-social history taking (Focus on all the dimensions)
- Psycho-social assessments for children and adolescents, psycho-social assessment for women, Psychosocial assessment for elderly, Psychosocial assessment of disability, psychosocial assessment for survivors of disaster.
- Psychosocial assessment of disability, psychosocial assessment for survivors of disaster.
- Social diagnosis.

Module 3- Psychosocial Interventions

- Pharmacological Management, drugs for various disorders, drugs adherence, barriers to drug adherence, Strategies for improving drug compliance.
- Psychosocial management- Psychosocial interventions at individual, family and community levels.
- Psycho-education- Components and implementations in Individual, group and family based settings, AYUSH- Meaning and relation to promotion of mental health.

Module 4- Psychosocial Rehabilitation

- Concept of recovery, psychosocial rehabilitation, rehabilitation settings, concept of vocational rehabilitation programmes, factors contributing to successful rehabilitation.
- Approaches in PSR & Therapeutic Programs for each approach, Therapeutic Community, Behavioural approach, Transactional analysis approach, Eclectic approach.
- Professionals associated with Psychosocial Rehabilitation & Counselling, Multidisciplinary team, Role of psychiatrists, psychiatric social workers, clinical psychologists, psychiatric nurses, occupational therapists and rehabilitation professionals.

Module 5- Competencies

- Professional skills, recovery oriented practices, facilitating change.
- Skills for psychosocial support during a pandemic, skills for psychosocial support during a disaster.

Pedagogical Tools

1. Lecture
2. Field Work
3. Internships
4. Organizational Visit
5. Role Play
6. Group Discussion
7. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in sectors such as Counselling and Mental health
2. Gender Empowerment

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Internships
7. Fieldwork
8. Organizational Visit

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2. Anthony William A., The principles of Psychiatric Rehabilitation. Baltimore University part press, 1980. 2
3. Berne, Eric. Principles of group treatment, Groove press, New York, 1966.
4. Cockerham, William C. Medical Sociology, 7th Edition, Prentice Hall, New Jersey, 1998.
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12. Manning, Nick. Therapeutic Community Movement. London, Routledge, 1989.
13. McCreadie, R.G., (Ed.) Rehabilitation in Psychiatric Practice. London, Pitman. 1982.
14. Murthy, R.S. (Ed.) “Mental Health in India 1950 – 2000” Bangalore: People’s Action for Mental Health, 2000
15. Pollock, L. “The Multidisciplinary Team” (Chapter 9) In “Rehabilitation in Psychiatry – An Introductory Handbook” (1986) Hume C. and Pullen I. Edinburgh: Churchill Livingstone.
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17. Sen, Anima. Psychosocial Integration of the Handicapped. Mittal, Delhi, 1988.

18. Spaniol, Leroy and others. Psychological and Social Aspects of Psychiatric Disability. Boston, Centre for Psychiatric Rehabilitation, 1997.
19. Watts, Fraser N. and Benne T. T. Douglas, H. Theory and Practice of Psychiatric Rehabilitation, Chi Chester, John Wiley, 1983.
20. Wing, J.K. and Morris, Brenda. Handbook of Psychiatric Rehabilitation Practice. Oxford, Oxford University Press, 1981.

FOURTH SEMESTER COURSES

Core Courses	
PSW4CRT0121	Social Legislation and Human Rights
PSW4CRT0221	Advanced Social Work Competence
PFL4CRP0121	Field Practicum 4
PSW4CPR0121	Dissertation
PFL4CRP0221	Internship (After the completion of fourth semester examination)
PSW4CRV0121	Comprehensive Viva Voce
Elective Courses (Specialisation Groups)	
Group 1: Community Development (CD)	
PWC4CST0121	Human Resource Management for Development Practice
PWC4CST0221	Economic Development: Theory and Practice
PWC4CST0321	Social Work Intervention in Disaster
PWC4CST0421	Management of Corporate Social Responsibility
Group 2: Family and Child Welfare (FCW)	
PWF4CST0121	Therapeutic Interventions in the Field of Family and Child Welfare
PWF4CST0221	Social Work in Education
PWF4CST0321	Social Work Practice with Elderly
PWF4CST0421	Working with Children: Interventions and Skills
Group 3: Medical and Psychiatric Social Work (MPSW)	
PWM4CST0121	Social Work Interventions in the field of mental health
PWM4CST0221	School Mental Health and Social Work Practice
PWM4CST0321	Gerontological Social Work

PWM4CST0421	Health Communication and First Aid
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PSW4CRT0121 SOCIAL LEGISLATION AND HUMAN RIGHTS

Total Credits: 3 **Total Hours: 54**

Course Outcomes

Students will be able to:

Co. No	Course Outcomes
CO-1	Analyse and appreciate the Indian Constitution with particular emphasis on the Fundamental Rights and Directive Principles
CO-2	Develop an understanding about the nature of social legislation and its related aspects
CO-3	Explain salient features of legislations for family, women, children and other marginalized groups.
CO-4	Demonstrate the understanding of the concept of social policy and apply the skills in social policy analysis.
CO-5	Assess the skills of using legal procedures to defend the human rights of various marginalized groups.

Course Outline

Module 1:- Legislation in India

- 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.
- Social Legislation- concept, objectives, Social Legislation and Social policy, Social Change, Social control and social justice.
- Indian constitution and Social Legislation-fundamental rights and duties, writs, DPSP.
- Social legislation and Social work, Role of social worker in legal assistance

Module 2:- Legislations related to women, children, family and marginalized groups

- Marriage, Divorce, widow remarriage, introduction to succession and laws of inheritance, women's property rights, maintenance.
- Women's commission, JagrathaSamithy, DV Act, Family court-structure and functioning
- 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

legislations related to children (Children's home, Child line etc.).

- Protection of civil rights, prohibition of atrocities, Immoral traffic prevention, sexual offences, indecent representation of women, trafficking of women, Persons with Disability, protection of Elderly, constitutional provisions to SC/ST.
- Laws relating to Health: Mental Health Act, MTP, Medical Negligence, food adulteration.

Module 3:- Tools and systems for social defense

- Social Defence-definitions and objectives, IPC, CrPC, Role of court, Judiciary.
- Police and prisons, Rights related to arrest, detention and imprisonment.
- Probation and parole, need for rehabilitation of ex-convicts.

Module 4:- Social Security

Meaning of Social Security, need, importance and types- Social Insurance and Social Assistance.

ESI Act, Workmen's compensation Act, Maternity Benefit Act, Minimum Wages Act - MGNREGA

Laws relating to consumer protection, environment protection, land reforms.

Corruption: RTI as a tool.

Module 5:- Legal service authorities and human rights

Legal aid, Legal Service Authorities

Lok Adalat, Public Interest Litigation- meaning, conditions, process

Human Rights, UNDHR, National and State Human Right Commission

Application of Social Legislation in Social Work, Role of Social Worker in relation to Social Legislation and Human Right issues.

Pedagogical Tools

1. Lecture
2. Group Discussion
3. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Ahuja Sangeeta, (1997). People law and Justice: A Case Book of Public-Interest Litigation. Orient Longman Vol. 1.
2. Barusch, A. (2006). Foundations of social policy: Social justice in human perspective (2nd ed.). Belmont, CA: Thomson Brooks/Cole.
3. Flynn, J. P. (1992) Social Agency Policy: Analysis and Perspectives for Community Practice. Chicago : Nelson Hall publishers
4. Jansson, B.S. (2008) Becoming an Effective Policy Advocate: From Policy Practice to Social Justice (5th ed.): California : Wadsworth Publishing Company, Belmont
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7. Smith N.J., (1972). Brief Guide to Social Legislation, London: Methuen & Co. Ltd.
8. Sugathan N (1983). Kerala Land Reforms Act, Cochin: Kerala Law Publi.
9. Tandon Mahesh Prasad; Tandon Rajesh (1973). Questions and Answers on the Code of Criminal Procedure, Allahabad Law Agency, Allahabad, Bare Acts of Respective Legislations.
10. The Constitution of India, Ministry of Law and Justice, Government of India.
11. Alcock, P; May, M; Lingson, R.K (eds.) (1998) The Student's Companion to Social Policy, MA: Blackwell.
12. Gangrade K.D. (1978). Social Legislation in India, Delhi: Concept Pub., Vol. I & II.

PSW4CRT0221 ADVANCED SOCIAL WORK COMPETENCE

Total Credits: 3 Total Hours: 54

Course Outcomes:

Student will be able to:

Co. No	Course Outcomes
Co-1	Compose and publish academic and empirical articles, monographs.
Co-2	Demonstrate employability skills
Co-3	Provide and receive supervision in professional practice
Co-4	Design and impart training programmes
Co-5	Create and execute a career plan for professional life

Course Outline

Module 1 Academic Writing

- Writing for media
- Writing and publishing conceptual papers Preparation of monographs, Publishing procedures

Module 2 Dissemination of research findings

- Writing and publishing empirical papers Lay out for scientific writing
- Content of Abstracts: Background, Methodology, Results, Discussion and Implications Writing research articles
Steps in planning, writing and publishing quantitative studies and qualitative studies.
Criteria and guidelines for reporting qualitative research and experimental research

Module 3 Professional Grooming

- Characteristics of an employable professional, Professional etiquettes Preparation of curriculum vitae, resume, covering letter
- Skills for facing job interviews, group discussions

Module 4 Training and Supervision

- Skills for training, Designing and delivery of training programmes, training of trainers, evaluation of training programmes
- Giving and receiving supervision: effective use of supervision for professional development
- Skills in supervising social work trainees, facilitating reflective learning in trainees

Module 5 Plan for a career

- Career decision making, planning of career, networking for career development, lifelong learning

Reference

1. Allen, R. TrainSmart : effective trainings every time. Thousand Oaks, CA: Corwin Press.
2. APA. (2010).Publication manual of the American Psychological Association. Washington, DC: American Psychological Association.
3. Sherfield, R., Montgomery, R. & Moody, P. (2009). Cornerstone: Developing Soft Skills. New Delhi: Pearson/Prentice Hall
4. Healy, K. & Mulholland, J. (2007). Writing skills for Social Workers, London:Sage
5. Pyrczak, F. & Bruce, R. (1992) Writing empirical research reports : a basic guide for students of the social and behavioral sciences. Los Angeles, CA: Pyrczak Pub.

PFL4CRP0121 FIELD PRACTICUM 4

Total Credits: 6 Total Hours: 216

Course Outcomes

CO. No	Course Outcomes
CO-1	Recognise the policies, laws and government programmes applicable to the client system of the agency
CO-2	Demonstrate the ability in assessing, intervening and working with the elderly
CO-3	Evaluate the financial management of the development sector.

OBJECTIVES:

1. Gain an in-depth knowledge of the specialization area by working with an agency in the respective area
2. Practice adaptively all the methods of social work (both primary and secondary)

• Elective (Specialization) - Community Development (CD)

Specific Objectives:

1. Be familiar with the policies, laws and government programmes applicable to the client systems of the agency.
2. Demonstrate the ability in assessing, intervening and working with elderly.
3. Develop skill in critical evaluation of financial management of the development sector
4. Develop skill in human resource management for development practice
5. Understand the significance of social policy in Community Development and gain the basic skills of influencing the same.

Field work requirements

No	Activity	Minimum Requirement	Credits
1	Concurrent/block Field Practicum for 30	30 Days - 216 hours	6
	Total	216 Hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation & Viva	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work reports and participation in individual conference	2
4	Reports Application of theory in to practice Completion of requirements: (Evaluation of a project (1), (Preparation of a project (1), community intervention with the participation of the people (1), completion of 216 hours in the community/agency based field work)	5

- **Elective (Specialization) - Family and Child Welfare (FCW)**

Specific objectives:

1. Be familiar with the policies, laws and government programmes applicable to the client systems of the agency
2. Demonstrate the ability in assessing, intervening and working with elderly.
3. Be familiar with the approaches and intervention strategies employed by the agency
4. Explore the possibilities of children and youth involvement in development project.
5. Understand the gender dimensions of the agencies work

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
1	Concurrent/block Field Practicum for 30 days	30 Days - 216 hours	6
	Total	216 Hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation & Viva	2
3	Evaluation by faculty supervisor based on performance of the student in the field work:	
	Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports	
	Application of theory in to practice	
	Completion of requirements: (intervention: Individual (4),	5
	group (1), completion of 216 hours in the	
	community/agency based field work)	

Elective (Specialization) - Medical and Psychiatric Social Work

Specific objectives:

1. Be familiar with the policies, laws and government programmes applicable to the client systems of the agency
2. Demonstrate the ability in assessing, intervening and working with elderly.
3. Learn the role of professional social workers in school setting
4. Understand functioning of a multidisciplinary team
5. Gain knowledge in making social diagnosis and applying Social Work intervention techniques in medical and school settings

Field Practicum Requirements:

No	Activity	Minimum Requirement	Credits
1	Concurrent/block Field Practicum for 30 days	30 Days - 216 hours	6
	Total	216 Hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation & Viva	2
3	Evaluation by faculty supervisor based on performance of the student in the field work:	
	Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports	
	Application of theory in to practice	
	Completion of requirements: (intervention: Individual (4),	5
	group (1), completion of 216 hours in the agency based	
	field work)	

Elective Courses (Specialisation Groups)	
Group 1: Community Development (CD)	
PWC4CST0121	Human Resource Management for Development Practice
PWC4CST0221	Economic Development: Theory and Practice
PWC4CST0321	Social Work Intervention in Disaster
PWC4CST0421	Corporate Social Responsibility

PWC4CST0121 HUMAN RESOURCE MANAGEMENT FOR DEVELOPMENT PRACTICE

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Demonstrate relevant management competencies, leadership skills and analytical
CO-2	Develop an insight into the different strategies and approaches commonly adopted in Development Practice
CO-3	An appreciation of the issues of managing changes in Human Resource Management
CO-4	Identify a strong network and connections within the sector
CO-5	Develop the skills to pursue a career in the Human Resource Management sector

Course Outline

Module 1:- Over View of Human Resource management

- Background and definition of Human resource management, Human Resource meaning.
- Objectives and Scope of HRM, Functions of HRM, HRM as a Profession
- Strategic Human Resource management - Role of HR Managers

Module 2:- Staffing: Work force planning and Employment

- Recruitment, selection process
- Building employee commitment: Promotion, Induction, job description, job analysis and talent management job specification, role analysis
- Career planning and career development.

Module 3:- Orientation & Employee Training

- Significance of Employee training, Assessing Training needs. Scope of training, steps in training, Methods of training Evaluation of a training program

Module 4:- Compensation and Administration

Types of compensation, Theories of compensation
Factors determining pay rate, Current trends in compensation
Job evaluation , Incentives, Concepts of wages, Pay structure.
Performance appraisal in practice, Managing promotions and transfers

Module 5:- Employee and Labour Relations

Maintaining Positive Employee Relations
Managing discipline, managing grievance, managing stress, counselling.
Employee security, managing dismissals and separation.
& Implications of labour legislations, Occupational health and safety

Pedagogical Tools

1. Lecture
2. Internships
3. Organizational Visit
4. Role Play
5. Group Discussion
6. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Gary, D. (2005). A Frame Work for Human Resource management. New Delhi: Pearson Education Pvt. Ltd.
2. Northouse P.G (2013). Leadership- Theory and Practise Sixth Edition. New Delhi: Sage Publications India Pvt. Ltd.
3. Pravin, D. (2010). Human Resource Management. Noida: Pearson India Education Services Pvt.Ltd.
4. Ratnam Venkata C S, Srivatava B K. (2011). Personal Management and Human Resources. New Delhi: Tata Mc Graw-Hill Education private Limited.
5. Robbins Stephen P., Judge Timothy A., Sanghi Seema. (2010). Essentials of Organizational Behaviour. Noida: Dorling Kindersley(India)Pvt.Ltd.

PWC4CST0221 ECONOMIC DEVELOPMENT: THEORY AND PRACTICE

Total Credits: 3 Total Hours: 54

Course Outcomes

CO. No	Course Outcomes
CO-1	Demonstrate an understanding about the critical perspectives on various dimensions of development
CO-2	Apply appropriate strategies and models in their development practice
CO-3	Demonstrate skills to quantify the development outcomes for strategic development planning
CO-4	Identify new strategies and models for achieving sustainable development goals
CO- 5	Develop an understanding in economic planning and development

Course Outline

Module 1:- Introduction to economic growth and development

- 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.
- 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 under development.
- Indices of economic development: GNP/GDP, Per Capita Income, Physical Quality of Life Index, Human Development Index, Multidimensional Poverty Index, Social progress Index, Happiness Index.

Module 2:- Poverty and inequality

- Concept of poverty, the vicious circle of poverty, causes of poverty, culture of poverty.
- Poverty eradication measures in India and their efficiency.
- Inequality: measurement inequality (Gini coefficient). Determinants of inequality. Impact of inequality on economic growth and development,

strategies to address inequality

Module 3:- Labour and Development

- Labour migration: trends, characteristics and determinants.
- The labor market in developing countries, issues of employment and wages in developing economies.
- Informality as exclusion and choice, characteristics of informality, feminization and informalization of labour. Necessity of skill Development
- Labor market institutions and labour market policies for development.

Module 4:- Gender and development

- Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Gender Development Index (GDI), Gender Empowerment Measure (GEM)
- Gender equality and gender mainstreaming; empowerment of women, principles and strategies for gender mainstreaming.
- Women in local economic development: potential role of women in the local economic development, analysis of cases studies of *women collectives* in economic development.

Module 5:- Economic planning and development

- Meaning and features of economic planning. Types and objectives of economic planning.
- Need and significance of planning in developing economies.
- Features of planning in India and contemporary challenges.
- Micro planning and local development: approaches and strategies.
- Analysis of people planning programs in Kerala in the context of decentralized governance.

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

Employability enhancement among Migrant community

Gender Empowerment

Professional Ethics and standards

Internal Evaluation Methods

Attendance

Written Exam

Assignments

Seminar

Credit for Merit

Fieldwork

References

1. Jhingan, M. (2006). The economics of development and planning. New Delhi: Nisha enterprises. Santhakumar, V.(2013).
2. Economics in action: An easy guide for development practitioners. New Delhi: Sage publications India Pvt Ltd.
3. Todaro & Smith, M. P. (2012) Economic Development (10th edition). New Delhi: Dorling Kindersley (India) Pvt Ltd.
4. Thirwall, A. (2011). Economics of development (9th edition). Basingstoke: Palgrave Macmillan Publishers Ltd.
5. Online sources Cazez & Verck (ed.) (2013). Perspectives on labour economics for development. Geneva ILO, ISBN 978-92-2-126715-7 (PDF) (Hyper Link:- https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_190112.pdf)
6. Candida March, I. S. (2005). A Guide to Gender Analysis Frameworks. Retrieved from Witney: Litho and Digital Impressions Ltd, <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>
7. European Institute for Gender Equality. (n.d.). Methods and Tools. <https://eige.europa.eu/gender-mainstreaming/methods-tools>
8. Retrieved from FAO. (2014). Gender in Food and Nutrition Security Programming: Conducting a gender analysis for program design. United Nations. Retrieved from <http://www.fao.org/elearning/#/elc/en/course/FG>
9. IGNOU. (2017). Block-4 Approaches to Sustainable Development . Retrieved from Egyankosh: <http://egyankosh.ac.in/bitstream/123456789/27063/1/Unit-12.pdf>
10. International Labour Organization and South-East Asia and the Pacific Multidisciplinary Advisory Team. (1996). A conceptual framework for gender analysis and planning. In Training Workshop for Trainers in

Women, Gender and Development (pp. 9-21). Retrieved from The Netherlands: Royal Tropical Institute.
<https://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/plngaps1.htm>

11. Johns Hopkins University Affiliate (2019). GENDER ANALYSIS FRAMEWORK. Baltimore. Retrieved from <https://gender.jhpiego.org/analysistoolkit/gender-analysis-framework/>
12. United Nations. (2002). Facilitator's Manual: Competence Development Program on Gender Mainstreaming. New York: United Nations. Retrieved from <http://www.wocan.org/sites/default/files/idp46cde4b100009.pdf>
13. United Nations Development Program. (2016). How to conduct a Gender Analysis: A guidance note for UNDP Staff. New York: Bureau of Policy and Program Support. Retrieved from: https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20How%20to%20conduct%20a%20gender%20analysis.pdf
14. Equality and Empowerment of Women. (n.d.). Gender Mainstreaming. New York: United Nations. Retrieved from <http://www.un.org/womenwatch/osagi/gendermainstreaming.Htm>

WC4CST0321 SOCIAL WORK INTERVENTION IN DISASTER

Course Outcome

Students will be able to:

Co. No	Course Outcomes
Co-1	Acquire the knowledge and skills to respond to various disasters.
Co-2	Provide psychological first aid
Co-3	Formulate Community based disaster plan and preparation.
Co-4	Analyze and link with national as well as international agencies for disaster mitigation.
Co-5	Develop an understanding about the role of government and voluntary organizations in disaster intervention

Module 1

- Definition, Natural and Human made disasters, Stages of Disaster. Multiple causes & effects; Vulnerability, Hazards.
- Major Natural disaster-Cyclone, Earthquake. Landslide, Flood, Forest fire, Tsunami
- Development & Disaster; Preventive Measures

Module 2

- Disaster Management Basic Concepts
Stages -Preparedness, rescue, relief, reconstruction & rehabilitation. Disaster Risk assessment, Risk Reduction in communities, Resilience
- Natural hazards disaster management and Mitigation.
- Case Studies: Bhopal gas tragedy(1984), Kutch earthquake(2001),Tsunami(2004) Kerala Flood (2018)

Module 3

- Disaster management Cycle- Before disaster, During a disaster, After disaster. Things to do before, during and after Disasters,
- Community based Disaster Preparedness, Components, Process
- Psycho social intervention. Preparation of Emergency Kit

Module 4

- Role of government and voluntary organizations. Disaster Management Policy, Disaster Management Act,National Policy on Disaster Management,National Action Plan on Climate Change, National and state disaster management authority, national and International Agencies

Module 5

Social Work responses in disaster management, Vulnerable groups in Disaster, Role of media,

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards
3. Enhancement of Human Values
4. Sustainable Development

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Gulia, K S (2004), Geneses of Disasters: Ramifications and Ameliorations
2. Dasgupta, Rajdeep (2007) Disaster management and rehabilitation
3. UNDP India, (2011) Disaster Management in India, Ministry of Home Affairs

PWC4CST0421 CORPORATE SOCIAL RESPONSIBILITY

Total Credits: 3 Total Hours: 54

Course Outcomes:

The student will be able to

Co. No	Course Outcomes
Co-1	Recognize the fundamentals of CSR
Co-2	Analyze the Global framework of CSR
Co-3	Identify the legal aspects of CSR in India
Co-4	Assess the role of social work professional in CSR activities
Co-5	Evaluate the trends, scope and models in CSR across the world

Course Outline:

Module 1:- Ethical responsibilities of Business and CSR

- Business Ethics: meaning, significance
Value based business and CSR
Meaning and Definition of CSR, History & evolution of CSR. Concept of Charity, Corporate philanthropy, Corporate Citizenship.
- Concept of sustainability and Stakeholder Management.
- CSR through triple bottom line and Sustainable Business; relation between CSR and Corporate Governance; environmental aspect of CSR; Chronological evolution of CSR in India; models of CSR in India, Carroll's model; major codes on CSR; Initiatives in India.
- Role of a Social Work Professional in CSR, Use of Social Case Work, Group Work, Community organisation, social work administration, social work research and social action in CSR

Module 2:- Global Framework of CSR

- International framework for corporate social Responsibility, Sustainable development goals, Relationship between CSR and SDGs. United Nations (UN) Global Compact 2011.
- UN guiding principles on business and human rights. OECD CSR policy tool, ILO tripartite declaration of principles on multinational enterprises and social policy.

Module 3:- Legal perspective of CSR in India

- CSR-Legislation in India and the world. Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India.
- Companies (Corporate Social Responsibility Policy) Amendment Rules, 2016 (Ministry of Corporate Affairs)

Module 4:- Scope of CSR

- Understanding roles and responsibilities of corporate foundations.
- Community Engagement process-Assess the local context, involve the communities, identify and categorize key stakeholders, set operational parameters, project implementation, measure and communicate results
- Role of Nonprofit and Local Self- Governance in implementing CSR

Module 5:- Trends and models in CSR

- Review current trends and opportunities in CSR.
- CSR as a Strategic Business tool for Sustainable development.
- Review of successful corporate initiatives & challenges of CSR. Case Studies of Major CSR Initiatives

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards
3. Human Values

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

Reference

1. Schwartz, M. S. (2011). Corporate Social Responsibility: An Ethical Approach.
2. Broadview Press.

3. Visser, W., & Tolhurst, N. (Eds.). (2010). *The World Guide to CSR: A Country-by-*
4. *country Analysis of Corporate Sustainability and Responsibility*. Greenleaf Publishing.
5. Agarwal, S. K. (2008). *Corporate Social Responsibility in India*. SAGE Publications
6. Blowfield, M., & Murray, A. (2014). *Corporate Responsibility*. Oxford University

Semester 4: Elective Courses (Specialisation Groups)	
Group 2: Family and Child Welfare (FCW)	
PWF4CST0121	Therapeutic Interventions in the Field of Family and Child Welfare
PWF4CST0221	Social Work in Education
PWF4CST0321	Social Work Practice with Elderly
PWF4CST0421	Working with Children: Interventions and Skills

**PWF4CST0121 THERAPEUTIC INTERVENTIONS IN THE FIELD OF FAMILY
AND CHILD WELFARE**

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Demonstrate the skills in working with families
CO-2	Describe and manage sexual dysfunctions
CO-3	Apply cognitive behavioural techniques with marital partners
CO-4	Appraise therapeutic techniques with children
CO-5	Explain and manage autism spectrum disorders and child sexual abuse

Course Outline

Module 1:- Psychosocial Interventions with families and Family Therapy

- Family Counselling, Family Psycho-education, Crisis intervention in families, Ecological intervention, Behavioural family approach, Parenting skill training
- Preventive strategies: Communication training, Problem solving, Reducing conflicts
- Family Therapy: Aim and purpose, Indication and contra indications for family therapy.
- Understanding the family, Family assessment - emotional, social, practical, material, functional
- Family tasks, development and maintenance of marital coalition, Dysfunctional family
- Goals of family Therapy. Treatment stages; Early, Middle and Later stage,
- Models of Family Therapy, Specific techniques in family therapy,
- Specific interventions for Domestic violence victims, alcoholism and addiction.

Module 2:- Cognitive Behaviour Marital Therapy

- Understanding of presenting problem, usual causes of marital distress, Assessment of targeted problem; Problem areas, relationship history, Treatment structure.
- Interventions; Behavioural strategies, Cognitive strategies.

Module 3:- Sexual Dysfunction and Sex therapy

- Nature of sexual dysfunction, causes of sexual dysfunction, Psychological factors-predisposing factors, precipitants and maintain factors
- Sex Therapy: - Overview of sex therapy, Assessment, Indications for sex therapy, Therapeutic Formulation, Specific Techniques.

Module 4:- Therapy with children

- Behaviour Modification Techniques, Play Therapy, Cognitive Behaviour Therapy, Art Therapy

Module 5:- Understanding and Managing Autism Spectrum Disorders

- Understanding Autism Spectrum Disorders, Diagnostic Guidelines
- Management of Autism: Applied Behaviour Analysis, Increasing prosocial behaviours, decreasing maladaptive behaviours, use of behavior techniques,
- developmental individual-difference relationship based model (DIR)/floor time therapy
- Understanding and Managing Child Sexual Abuse, Concept, victims, perpetrators, myths
- Understanding signs of CSA, Legal obligations in the context of child abuse, Preventing child sexual abuse, Psychological interventions for victims of CSA

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Family Setting and Child Setting
2. Professional Ethics and standards
3. Enhancement of Counselling Skills
4. Enhancement of intervention skills

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

References

1. Axline, V. M. (1969). Play therapy. New York, NY: Houghton
"https://www.amazon.in/Judith-S.-Beck/e/B000APW256/ref=dp_byline_cont_book_1"
2. Beck, Judith S. (2011) Cognitive Behavior Therapy, Basics and Beyond, Guilford Press
3. Kaplan, (2005). Comprehensive Text Book of Psychotherapy. USA
4. Marvin B Sussman, Steinmetz, Suzanne K., Peterson, Gary W. (Eds.)(2013). Handbook of Marriage and the Family. Springer,
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["https://www.worldcat.org/search?q=au%3AJohnson%2C+Virginia+E.%2C&qt=hot_autho_r"](https://www.worldcat.org/search?q=au%3AJohnson%2C+Virginia+E.%2C&qt=hot_autho_r) \o "Search for more by this author" Johnson Virginia E (1970)
Human sexual inadequacy, Ishi Press

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8. WHO, (1991) Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva

PWF4CST0221 SOCIAL WORK IN EDUCATION

Total Credits: 3 Total Hours: 54

Course Outcome

Students will be able to:

CO. No	Course Outcomes
CO-1	Recognise the basics of child mental health and issues of children
CO-2	Develop the knowledge of the history of social work in schools
CO-3	Illustrate the knowledge and skills to work in educational settings.
CO-4	Prepare and deliver life skills education
CO-5	Analyse the multiple levels and systems operating to define schools and ways social workers can effectively practice at these various levels and within these systems

Course Outline

Module 1:- Child Mental Health

- Concept and definition, dimensions and phases of Mental Health. Mental Health in children - mental health problems in children.
- School's potential for promoting child mental health. School related factors impeding child mental health.
- School mental health programmes - Social Workers as the focal point on mental health influences in school.

Module 2:- Issues of Children

- Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, Child labor, Children and cyber environment, child trafficking, learning disabilities, Truancy, suicide, victims of family violence, behavioral disorders, speech and language disorders.
- Child Rights Perspective: Survival, Development, Protection and participation. Children with special needs.

Module 3:- Introduction to School Social Work

- History, Meaning and importance of school social work: Concept, purpose and theories. Role of School Social Workers.
- Standards for professional practice of school social work.

- System Approach to School Social Work- School Social worker, management, teachers, parents, children and role of social worker as a liaison. Inclusive education.
- Scope of Research in school social work.

Module 4:- Social Work Practice in Educational Settings

- 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.
- Work with special children.
- School Social Work Interventions: Remedial Education, Supportive Counselling, Sex Education, Career Guidance.
- Therapy for school social work: play therapy, art therapy, behavioral therapy, speech therapy.
- Social work practice with differently-abled children and special schools. Scope of Research in school social work
- Life Skills- Concept, need and importance of life skills and life skills education.
- 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.
- Life skills education in schools.

Module 5:- Governmental and NGO initiatives

- Government and NGO initiatives for promotion of mental health in schools.
- School social work in India, Kerala - Current programmes and practices.
- Scope of social work practice linked to ICDS - pre-school education and adolescent mental health.

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Child care setting
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

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. (5 th Edition). Chicago: Lyceum
3. Zastrow C. (1982). Introduction to Social Welfare Institutions -Social problem, services, and current issues. USA: The Dorsey Press
4. Kapur, Malavika (1997), Mental health in Indian schools, New Delhi: Sage Publications
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 schools, Karikkamuri: CMI General Department for Education,
7. Philip John (2006), School Mental Health through empowering the education sector, Ernakulam : Peejays Child Guidance Clinic,
8. Dobriyal N.C (2009), Social Work Education, Sumit Enterprises
9. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO

PWF4CST0321 SOCIAL WORK PRACTICE WITH ELDERLY

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Discuss the concept of gerontology and approaches to ageing
CO-2	Analyze the process and issues of ageing
CO-3	Assess policies and programmes for elderly in India
CO-4	Demonstrate the skills in working with elderly
CO-5	Develop an understanding about the knowledge and skills for interventions in Gerontological Social Work

Course Outline

Module 1:- Gerontology and Theories and Approaches to Ageing

- Definitions- Key concepts- Gerontology, older people, ageism, geriatric care and Gerontological social work.
- Healthy aging- concept, components and core principles.
- Myths, assumptions and attitudes about ageing, global perspective and Indian perspective.
- Vulnerability in the Older Adult: Marginalization due to class and caste, gender, migration, occupation and disability.
- Theories of Ageing: modernization theory, disengagement theory and activity theory.
- Approaches: Psycho-dynamic, ecological and lifespan.
- Population Dynamics and Relevance of social work in the field of Gerontology.

Module 2:- Process of Ageing and Emerging Issues

- Process of Ageing: Causes and Consequences
- Nature of Degeneration: Diabetes; Cardiovascular Disease
- Disability-related issues: Ophthalmologic, Hearing Impairment, Dental problems, difficulties in Speech and Orthopaedic problems like Arthritis and Osteoporosis.
- Terminal Illnesses; Psycho-neurological issues like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease.
- Importance of promoting healthy methods of handling changes in physical and mental

abilities in the natural process of Ageing.

Module 3:- Policies and Programmes

- 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.
- 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
- 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.

Module 4:- Working with the Older People

- Defining role and functions. Social work practice with elderly - care and rehabilitation of elderly in developed countries. Formal and informal care.
- Work on psychological aspects (work-related, self-esteem and mental health), social and cultural aspects (social roles and support, family relationships leisure, handling technology), Assessing mental and physical capacity.
- Work on economic security (dependency, housing, retirement and reduction in income, unorganised sector)
- Work on legal and advocacy issues (legal problems, wills).

Module 5:- Interventions in Gerontological social work

- Definition of Gerontological Social Work
- Gerontological Social Work Process: Psychosocial Assessment; Interventions - older adults and their families; Advocacy and Empowerment oriented social work programmes.
- Interdisciplinary team practices in elderly care. Role and skills of social worker in dealing with elderly and their families
- Modes of Practice Intervention with older adults: Cognitive - Behavioural interventions; Psychodynamic Psychotherapy; Reminiscence and Life Review; Strength - Based and Solution - Focused Approaches.
- Residential care services by government and non- government organizations
- Non- residential care for the older people, Community based care for the older people

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Palliative care setting
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Internships

References

1. Akundy Anand (2004): Anthropology Of Aging : Contexts, Culture And Implications. New Delhi: Serials Publications.
2. Cowgill, D., and Lowell, D. (1972/ Aging and modernization. New York: Appleton-Century-Crofts.
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5. Ramamurti P V & Jamuna D (2004). : Handbook Of Indian Gerontology.. New Delhi: Serials Publications.
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PWF4CST0421 WORKING WITH CHILDREN: INTERVENTIONS AND SKILLS

Course Outcomes:

Students will be able to:

Co. No	Course Outcomes
Co-1	Demonstrate knowledge of child Mental Health and child development
Co-2	Discuss and differentiate childhood disorders
Co-3	Identify and apply assessment tools that work with different categories of children.
Co-4	Depict the skills to work with children.
Co-5	Formulate intervention plans at various levels and apply them.

Course Outline:

Module 1:- Child Mental Health

- Mental Health: Concept definition, dimensions and phases of Mental Health, Models of Mental Health, Promotion of mental health among children: Health promotion approach, prevention frame work in mental health, Child development: significant themes underlying child development, Distinct areas of development: Physical, temperamental, cognitive, social, emotional, moral and psychosexual.
- Mental health issues related to child development.

Module 2 Childhood Psychiatric disorders

- Over view of :Mental retardation, specific developmental disorder, Pervasive Developmental Disorder, Hyperkinetic Disorders, Learning disability, Conduct Disorder, Tic disorders, Enuresis and encopresis, Speech disorders, Habit disorders, Elective (Selective) Mutism, Separation Anxiety Disorders, Phobic anxiety disorders of childhood

Module 3 Social work with children

- Evolution of social work with children, Eight Pragmatic Perspectives in Social Work with Children, Ecological-developmental framework For helping children Process of helping children: Engagement and Assessment process, frame work for assessment,
- Assessment tools: Interviewing, supportive techniques, home visits, collateral contacts and referrals. Mental Status Examination, eco map, Genogram, Child Behavior Checklist (CBCL)creative writings, Developmental history form, Assessment of risk and protective factor, Projective techniques
- Intervention: Models of intervention: Child centered intervention, integrated child and family model, Group work with Children

- Intervention with children in need of care and protection, children in conflict with law, children in abuse, children in family affected by illness and death, children of substance abused parents
Children with disability : Early detection of childhood disabilities, CBR

Module 4 School based interventions/ social work in schools

- An Ecological–Developmental Framework for Practice in the Schools, standards for professional practice in schools The Role and Function of the School Social Worker, Uncovering Problems and Working within the System, School Social Work with Children in different age groups, group work in school setting, Mental health services in schools, linking community, home and school, special education

Module 5 Methods and Skills for working with children

- Methods of helping: Values and principles, Key factors for working with children: Legal context, agency context, place to work, knowledge, skills, relationship, honesty, Genuineness, warmth and empathy
- Skills: Skills in Behaviour modification techniques, play and relaxation therapy, Skills to work with individual and group, use of creative activities, family group conferences, Skills in Advocacy and campaigning for children.

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Childcare setting
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

Reference

1. Webb, N B, (2003). Social Work Practice with Children. New York London: Guilford Press.

2. Brandon, M, Schofield, G, Nigel, T, (1998). *Social Work with Children*. London: Macmillan Press.
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9. Vostanis, P, (2007). *Mental Health Interventions and Services for Vulnerable Children and Young People*. London and Philadelphia: Jessica Kingsley Publishers.
10. Gil, E, (2010). *Working with Children to Heal Interpersonal Trauma*. New York London: Guilford Press.
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13. Carr, A, (2009). *What Works with Children, Adolescents, and Adults? A Review of Research on the Effectiveness of Psychotherapy*. New York: Routledge.
14. Carr, A, (2002). *Prevention: What Works with Children and Adolescents? A Critical Review of Psychological Prevention Programmes for Children, Adolescents and their Families*. New York: Routledge.

Semester 4: Elective Courses (Specialisation Groups)	
Group 3: Medical and Psychiatric Social Work (MPSW)	
PWM4CST0121	Social Work Interventions in the field of mental health
PWM4CST0221	School Mental Health and Social Work Practice
PWM4CST0321	Gerontological Social Work
PWM4CST0421	Health Communication and First Aid

PWM4CST0121 SOCIAL WORK INTERVENTIONS IN THE FIELD OF MENTAL HEALTH

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Apply psychosocial Treatment Methods for persons with Mental and Emotional Disorders
CO-2	Develop an understanding about the institutional approaches to provision of Mental Health Services.
CO-3	Demonstrate the knowledge and skill in the practice of Community Psychiatry and Rehabilitation
CO-4	Analyze the historical development of psychiatric social work
CO-5	Explain and apply the therapeutic approaches in psychiatric social work interventions

Course Outline

Module 1:- Introduction to Psychiatric Social Work

- Psychiatric Social Work- Concept, Definition, Meaning and Scope. Evolution of Psychiatric social work in UK. USA and India.
- Changing perspective of Psychiatric Social Work & Clinical Social Work - Changing trends in Mental Health Care - Indian view of Mental Health and wellbeing.

Module 2:- Institution Based Mental Health Services

- Diagnosis in Psychiatric Social Work.
- 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.
- Application of Social Work Methods in Psychiatric Setting- Social Case Work & Group Work Practice.
- Family and mental illness: Family Interventions in Psychiatric Setting -Family Counselling, Family Psycho-education.
- Roles and functions of Psychiatric Social Worker in different settings- Functions of the Psychiatric Social Worker in the following: 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.

Module 3:- Therapy in the Context of Family

- Family Therapy - History, Concepts and Techniques - Different Models of Family Therapy - Family Therapy Research and Evaluation
- Therapy with children: Special Techniques (Behavioral and Play) for developmental internalizing and externalizing disorders, Behavior Modification Techniques

Module 4:- Therapeutic Approaches

- Supportive Psychotherapy: Definition, goal indications, techniques. Directive and non-directive psychotherapy, current forms of "e-" and tele-counseling.
- Brief Psychotherapy: Historical context, characteristics of brief psychotherapy, selection criteria, process issues, effectiveness
- Crisis Intervention: Definition of Crisis, phases of Crisis, Techniques, Stages of crisis work, Applications.
- Sex Therapy: Individual and couple sex therapy, techniques, sex counseling, current approaches
- Cognitive Behaviour therapy: Techniques and uses of CBT
- Cognitive Analytical therapy;

Module 5:- Group therapy Psychiatric Social Work Interventions

- Overview of Psychiatric Social Work interventions in the areas of: Psychosocial Care in Disasters, Alcohol and Substance Abuse, Suicide
- Life Skills Education
- Mental Health Promotion and Prevention

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit

Reference

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
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5. Kapur, Malavika, (1997). Mental Health in Indian Schools. New Delhi: Sage Publications
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PWM4CST0221 SCHOOL MENTAL HEALTH AND SOCIAL WORK PRACTICE

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Develop an understanding about the basics of child mental health and issues of children
CO-2	Illustrate the knowledge of the history of social work in schools
CO-3	Demonstrate knowledge and skills to work in educational settings
CO-4	Deliver life skills education
CO-5	Analyse the multiple levels and systems operating to define schools and ways social workers can effectively practice at these various levels and within these systems.

Course Contents

Module 1:- Child Mental Health

- Concept and definition, dimensions and phases of Mental Health.Mental Health in children - mental health problems in children.
- School's potential for promoting child mental health.School related factors impeding child mental health.
- School mental health programmes - Social Workers as the focal point on mental health influences in school.

Module 2:- Issues of Children

- Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, Child labor, Children and cyber environment, child trafficking, learning disabilities, Truancy, suicide, victims of family violence, behavioral disorders, speech and language disorders.
- Child Rights Perspective: Survival, Development, Protection and participation.Children with special needs.

Module 3:- Introduction to School Social Work

- History, Meaning and importance of school social work: Concept, purpose and theories. Role of School Social Workers.
- Standards for professional practice of school social work.
- System Approach to School Social Work- School Social worker, management, teachers, parents, children and role of social worker as a liaison. Inclusive education.
- Scope of Research in school social work.

Module 4:- Social Work Practice in Educational Settings

- 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.
- Work with special children.
- School Social Work Interventions: Remedial Education, Supportive Counselling, Sex Education, Career Guidance.
- Therapy for school social work: play therapy, art therapy, behavioral therapy, speech therapy.
- Social work practice with differently-abled children and special schools. Scope of Research in school social work
- Life Skills- Concept, need and importance of life skills and life skills education.
- 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.
- Life skills education in schools.

Module 5:- Governmental and NGO initiatives

- Government and NGO initiatives for promotion of mental health in schools.
- School social work in India, Kerala - Current programmes and practices.
- Scope of social work practice linked to ICDS - pre-school education and adolescent mental health.

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Child care setting
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments

4. Seminar
5. Credit for Merit

References

1. Allen- Meares, P. (2007). Social Work Services in Schools (5th Edition). Boston : Pearson
- Constable R, McDonald S, Flynn J. (1999). School Social Work Practice, Policy, and Research Perspectives. (5 th Edition). Chicago: Lyceum
2. Zastrow C. (1982). Introduction to Social Welfare Institutions -Social problem, services, and current issues. USA: The Dorsey Press
3. Kapur, Malavika (1997), Mental health in Indian schools, New Delhi: Sage Publications
4. Kathy Sexton Radek (2005), Violence in Schools: Issues, Consequences ,and Expressions, Raintree Publications
5. Jose Kuriedath (2011), Value Education: A text book for higher secondary and high schools, Karikkamuri: CMI General Department for Education,
6. Philip John (2006), School Mental Health through empowering the education sector, Ernakulam :Peejays Child Guidance Clinic,
7. Dobriyal N.C (2009), Social Work Education, Sumit Enterprises
8. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO

PWM4CST0321 GERONTOLOGICAL SOCIAL WORK

Total Credits: 3 Total Hours: 54

Course Outcomes

Students will be able to:

CO. No	Course Outcomes
CO-1	Discuss the concept of gerontology and approaches to aging
CO-2	Analyze the process and issues of aging
CO-3	Assess policies and programmes for elderly in India
CO-4	Demonstrate the skills in working with elderly
CO-5	Develop an understanding about the knowledge and skills for interventions in Gerontological Social Work

Course Outline

Module 1:- Gerontology and Theories and Approaches to Ageing

- Definitions- Key concepts- Gerontology, older people, ageism, geriatric care and Gerontological social work.
- Healthy aging- concept, components and core principles.
- Myths, assumptions and attitudes about ageing, global perspective and Indian perspective.
- Vulnerability in the Older Adult: Marginalization due to class and caste, gender, migration, occupation and disability.
- Theories of Ageing: modernization theory, disengagement theory and activity theory.
- Approaches: Psycho-dynamic, ecological and lifespan.
- Population Dynamics and Relevance of social work in the field of Gerontology.

Module 2:- Process of Ageing and Emerging Issues

- Process of Ageing: Causes and Consequences
- Nature of Degeneration: Diabetes; Cardiovascular Disease
- Disability-related issues: Ophthalmologic, Hearing Impairment, Dental problems, difficulties in Speech and Orthopaedic problems like Arthritis and Osteoporosis.
- Terminal Illnesses; Psycho-neurological issues like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease.
- Importance of promoting healthy methods of handling changes in physical and mental abilities in the natural process of Ageing.

Module 3:- Policies and Programmes

- 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.
- 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
- 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.

Module 4:- Working with the Older People

- Defining role and functions. Social work practice with elderly - care and rehabilitation of elderly in developed countries. Formal and informal care.
- Work on psychological aspects (work-related, self-esteem and mental health), social and cultural aspects (social roles and support, family relationships leisure, handling technology), Assessing mental and physical capacity.
- Work on economic security (dependency, housing, retirement and reduction in income, unorganised sector)
- Work on legal and advocacy issues (legal problems, wills).

Module 5:- Interventions in Gerontological social work

- Definition of Gerontological Social Work
- Gerontological Social Work Process: Psychosocial Assessment; Interventions - older adults and their families; Advocacy and Empowerment oriented social work programmes.
- Interdisciplinary team practices in elderly care. Role and skills of social worker in dealing with elderly and their families
- Modes of Practice Intervention with older adults: Cognitive - Behavioural interventions; Psychodynamic Psychotherapy; Reminiscence and Life Review; Strength - Based and Solution - Focused Approaches.
- Residential care services by government and non- government organizations
- Non- residential care for the older people, Community based care for the older people

Pedagogical Tools

1. Lecture
2. Organizational Visit
3. Role Play
4. Group Discussion
5. Case studies

Expected Skills, Proficiencies and Values

1. Employability enhancement in Palliative care setting
2. Professional Ethics and standards

Internal Evaluation Methods

1. Attendance
2. Written Exam
3. Assignments
4. Seminar
5. Credit for Merit
6. Internships

References

8. Akundy Anand (2004): Anthropology Of Aging : Contexts, Culture And Implications. New Delhi: Serials Publications.
9. Cowgill, D., and Lowell, D. (1972/ Aging and modernization. New York: Appleton-Century-Crofts.
10. Cumming, E., and William, H. (1961). Growing old: The process of disengagement. NY: Basic Books.
11. Desai, M. & Raju, S. (2000). Gerontological Social Work in India: Some Issues & Perspectives. New Delhi: B.R. Pub. Corp. India.
12. Ramamurti P V & Jamuna D (2004). : Handbook Of Indian Gerontology.. New Delhi: Serials Publications.
13. Turner, F. (1992). Mental Health and the Elderly: a Social Work Perspective. New York Toronto New York: Free Press Maxwell Macmillan Canada Maxwell Macmillan International.
14. World Health Organization. (2002). Active Ageing: A Policy Framework. Second United Nations World Assembly on Ageing, Madrid, Spain

PWM4CST0421 HEALTH COMMUNICATION AND FIRST AID

Course outcome

Students will be able to:

Co. No	Course Outcomes
Co-1	Develop an understanding about the role of communication processes in the reception and delivery of health care services and information.
Co-2	Infer and digest qualitative and quantitative research concerning health care services.
Co-3	Identify the effectiveness and limitations of persuasion strategies used to inform and influence the audience's adoption of healthcare information and behaviors.
Co-4	Access the interpersonal communication behaviors in healthcare settings as well as in private and public life that lead to or prevent the adoption of healthy behaviors.
Co-5	Employ the basic first aid methods.

Course Outline

Module 1:-Health Communication

- Concept forms, Steps, Theories and Models, Contexts and role of health psychologists in communication

Module 2:- Pain:

- Concept types, Theories, Measurement, Principles of Management (Biomedical and Biopsychosocial), Communication in pre and post-surgical conditions
- Unit-III Trauma and Communication: Contexts of trauma-Personal trauma, Disaster related trauma (natural, manmade); Effective Communication and Crisis intervention

Module 3:-Palliative Care and Communication

- Breaking bad news, Communication with noncooperative patients, Communication with families, Communication with children, Communication with care providers

Module 4:-First Aid

- Managing an incident, Priorities of First Aid, Treatment of an unconscious casualty who is breathing – recovery position, Treatment of an unconscious casualty who is not breathing – CPR, Importance of a defibrillator and how to use an Automated external defibrillator (AED), Heart Attack, Stroke, Choking, Shock

Module 5: First Aid

- Bleeding – grazes, splinters, embedded objects, amputated parts, knocked out teeth, mouth injury, eye injury, bruising, nose bleeds, objects in eyes, ears, nose...
- Burns and scalds, Head injuries, concussion, compression & skull fracture, Spinal injuries*
- Breaks, soft tissue injuries & dislocations, Anaphylactic shock and acute allergic reaction
- Fitting and seizures, First Aid Kits

Reference

1. Zoller, H.M. and Dutta, M.J., (2008). Emerging Perspectives in Health Communication, New York, Routledge
2. Gordon, T and Edwards, W.S., (1995). Making the Patient your Partner. London, Auburn House. References Berry, D., (2007). Health Psychology Mc Graw- Hill Education Hariharan, M., Padmaja, G., & Padhy, M. (Eds.) (2010). Trauma & Pain: Biopsychosocial approach. Delhi: Global Vision. Page 8 of 12 Thompson, T. L., Dorsey, A.M., Miller, K.I. and Parrott, R., (2003). Handbook of Health Communication. Lawrence Erlbaum Associates, Inc., Publishers
3. Walker, Laura Courtney “CPR and First Aid: Lay Responder Training Workbook” Thygerson, Alton L., First Aid, CPR and AED Standard: Meets the Most Current and ECC Guidelines”

EVALUATION CRITERIA FOR FIELD PRACTICUM PFL1CRP0121,PFL2CRP0121 , PFL3CRP0121, PFL4CRP0121

Evaluation component -

1.The external evaluation component to the Field Practicum evaluation of Semester 1, 2, 3 and 4 with 25% weightage (75% internal evaluation, 15 weights and 25% external evaluation - 5 weights).

2. The external evaluation shall be conducted as 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.

3. The Internship (Block field placement PFL4CRP02-SEMESTER 4) shall be evaluated as internal only. There shall be no external evaluation for the internship.

4. Evaluation Criteria:

The evaluation of Field Practicum (external and internal) shall be as follows

INTERNAL

No:	Component	Weightage
1	Completion of Field Practicum requirements of respective semesters and initiatives	4
2	Reporting and use of supervision	4
3	Fulfilment of expected competency outcomes of respective semesters	4
4	Field Practicum Presentation	2
5	Field Practicum Agency Evaluation 1	1
	Total	15

EXTERNAL-VIVA VOCE

NO:	COMPONENT	WEIGHTAGE
1	Conceptual Clarity	2
2	Theory of Practice Integration, Field Involvement and Reporting	2
3	Professionalism and Competency	1
	TOTAL	5

PFL4CRP0221: INTERNSHIP

Hours: 180

Credits: 5

Course Outcomes

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.)
6. 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, Internship is a compulsory requirement, which shall be done immediately after the 4th semester examination

Requirements

Duration of the block placement shall be a minimum of 180 hours

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

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 –INTERNAL- INTERNSHIP PFL4CRP0219-SEMESTER 4

NO:	COMPONENT	WEIGHTAGE
1	Field Involvement and Initiatives	5
2	Demonstration of Professional Competency	8
3	Reporting	5
4	Presentation	2
	Total	20

PSW4CPR0121 DISSERTATION

Hours: 54

Credits: 3

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 of 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 defense viva.

The total grades will be awarded based on internal and external evaluations. The internal: External evaluation would be in 1: 3 ratio

Internal Evaluation of Dissertation

Components	Weights
Relevance of the Topic/Area selected	2
Synopsis presentation / Experimentation/data collection	4
Punctuality	2
Compilation/interpretation and analysis of data	4
Presentation of the Findings	4
Content/ Project Report	4
Total	20

External Evaluation of Dissertation

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

1. 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.	Defense Viva Voce	7.5
	Total	30

COMPREHENSIVE VIVA(PSW4CRV012)

Total Credits: 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.

INTERNAL VIVA VOCE

Sl. No	Criteria	Weight
1.	Basic Knowledge and presentation skills	1
2.	Type of interest	1
3.	Knowledge of core course	3
	Total	5

EXTERNAL VIVA VOCE

Sl. No	Criteria	Weight
1.	Basic Knowledge and presentation skills	3
2.	Type of interest	3
3.	Knowledge of core course	9
	Total	15

Add on courses and Additional Skill Acquisition Programmes

1	Street Theatre
2	Participatory Rural Appraisal
3	Transactional Analysis
4	First Aid
5	SPSS
6	RTI
7	French
8	German Language
9	Tally
10	Basic Accounting
11	MS Office
12	Environment Impact Assessment
13	Social Auditing

14	Project Proposal Writing
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