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III	Core Course -7 (CC-7)	CD - Rural Community Development (OR) HRM - Human Resource Management and Development (OR) M&P- Medical Social Work	6	4	3	30	70	100
	Core Course - 8 (CC-8)	CD - Tribal Development HRM – (OR) Labour Legislations M&P- (OR) Mental Health	6	4	3	30	70	100
	Core Course - 9 (CC-9)	Field Work Practicum - III	6	4	3	70	30	100
	Discipline Centric Elective Course - 3 (DCEC - 3)	Disaster Management (or) Corporate Social Responsibility	5	4	3	30	70	100
	Generic Elective Course - 3 (GEC-3)	Counselling in Social Work (or) Public Health	5	3	3	30	70	100
	Non-Major Elective Course - 2 (NMEC-2)	One Course from Outside Department	2	2	3	30	70	100
	Internship/Industrial Activity @		-	2	-	80	20	100
Total			30	23				700
IV	Core Course –10 (CC-10)	CD - Urban Community Development HRM – (or) Employee Relations and Welfare M&P – (or) Psychiatric Social Work	6	4	3	30	70	100
	Core Course -11 (CC-11)	CD - NGO Management HRM – (or) Organisation Behaviour and Development M&P – (or) Community Health	6	4	3	30	70	100
	Core Course -12 (CC-12)	Field Work Practicum - IV	6	4	3	70	30	100
	Discipline Centric Elective Course – 4 (DCEC - 4)	Project Management (or) Therapeutic Intervention in Social Work	4	4	3	30	70	100
	Entrepreneurship / Industry Based Course (CFP) @	Block Field Placement	3	3	3	70	30	100
	Project @		5	5	-	80	20	100
	Value Added Course – II (VAC-II) *	Sustainable Development Goals in Social Work Framework	-	2*	3	30	70	100*
Total			30	24				600
Grand Total			120	91				2600

LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE

Discipline Centric Elective Course - 1 (DCEC - 1)	
1.	Dynamics of Human Behaviour
2.	Rehabilitation and Social Inclusion
Discipline Centric Elective Course - 2 (DCEC - 2)	
1.	Correctional Social Work
2.	Migration and Development
Discipline Centric Elective Course - 3 (DCEC - 3)	
1.	Disaster Management
2.	Corporate Social Responsibility
Discipline Centric Elective Course - 4 (DCEC - 4)	
1.	Project Management
2.	Therapeutic Intervention in Social Work

NON MAJOR ELECTIVE COURSE (NMEC-1&2) (FOR OTHER DEPARTMENT STUDENTS)	
1.	Soft Skills for Professional Competency
2.	Life Skills Education

LIST OF GENERIC ELECTIVE COURSE (GEC)

GENERIC ELECTIVE COURSE - 1 (GEC - 1)	
1. Fields of Social Work 2. School Social Work	
GENERIC ELECTIVE COURSE - 2 (GEC - 2)	
1. Geriatric Social Work 2. Climate change and Social Work	
GENERIC ELECTIVE COURSE - 3 (GEC - 3)	
1. Counselling in Social Work 2. Public Health	

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	Total Credits	Marks
1.	Core Courses	12	48	1200
2.	Discipline Centric Elective Course	4	16	400
3.	Generic Elective Course	3	9	300
4.	Entrepreneurship/Industry Based Course @	1	3	100
5.	Summer Internship / Industrial Activity @	1	2	100
6.	Project@	1	5	100
7.	Non-Major Elective Courses	2	4	200
8.	Skill Enhancement Course	2	4	200
	Total	26	91	2600
	Value Added Courses *	2*	4*	200*

*	The value-added courses credits will not be included in the total CGPA. These courses are extra-credits courses. Instruction hours for these courses are 30 hours								
@	Summer Internship will be carried out during the summer vacation after the First year. Viva Voce will be conducted by the college, and Marks shall be sent to the University, and the same will be included in the 3rd semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th><th style="text-align: center;">Marks</th></tr> </thead> <tbody> <tr> <td>Internal</td><td style="text-align: center;">80</td></tr> <tr> <td>External -Viva</td><td style="text-align: center;">20</td></tr> <tr> <td style="text-align: center;">Total</td><td style="text-align: center;">100</td></tr> </tbody> </table>	Description	Marks	Internal	80	External -Viva	20	Total	100
Description	Marks								
Internal	80								
External -Viva	20								
Total	100								

PROGRAMME OBJECTIVES:

- To prepare the students of Social Work for Professional Practice, and lifelong professional development through planning and execution of schemes and services, based on the core domain of Social Work.
- To prepare students professionally to address social problems actively, mobilise public opinion against social ills, and challenge social and economic injustices that may exhibit themselves.
- To prepare students to think critically and clearly, act professionally with integrity, and work in teams effectively and humbly.
- To equip students with the latest theories, knowledge, and skills to make them competent professionals in their working environment.
- To prepare the students committed to bringing significant contributions to social welfare/social service organizations\support social welfare/work institutions at local/state/national levels.

PROGRAMME OUTCOMES:

- **Values and Ethics:** Students will be able to understand the concept, apply values, ethical principles, and knowledge of human behaviour, and develop critical thinking to inform and communicate professional judgments and the social environment to guide professional practice, professional competence and accountability, and identify as a professional social worker and conduct oneself accordingly
- **Social Work Knowledge:** Students will be able to draw on knowledge related to social conditions and problems, understanding human beings, social policies and programs, social phenomena, research, the social work profession, and various practice theories to facilitate the process of change and to transform that knowledge into action.
- **Social Work Skills:** Students will be able to use theory and research to enhance practice, communication, listening and assessment skills, basic interviewing skills, provide help, direction and guidance, empowerment, negotiation skills, assessment skills, communication skills, advocacy and leadership, problem-solving skills, critical thinking skills, respect for diversity, intervention skills, organizational skills recording and documentation skills, understanding of human relationships, problem-solving skills in finding solutions for individuals, groups and communities in addition to skills in work with limited resources and tight budgets, and be able to evaluate practice with individuals, families, groups, organisations and communities.

- **Social work practice:** Perform as professional social workers in advanced direct practice with individuals, families, groups, and organisations.
- **Conduct Social work research:** engage in scientific inquiry and evidence-based practice on social issues and problems, identify, formulate, review of research literature, and analyse complex individual, group, organisation and community problems based on research-based knowledge and methods, including design, analysis and interpretation of data, and synthesis of the information to reach substantiated conclusions using social work knowledge, and engage in research-informed practice and practice-informed research
- **Human Rights and Human values:** Enhance an understanding of human rights, human and community well-being, social, economic and environmental justice, and engage in policy practice.

PROGRAMME-SPECIFIC OUTCOMES:

Upon successful completion of the **Master of Social Work Program** the students can:

- Identify oneself as a professional social worker and conduct oneself accordingly by applying social work values and ethical principles to guide professional practice and develop a strong foundation of theoretical knowledge of Social Work and generate purposive and progressive ideas through the application of the knowledge, aptitude, and skills in the field of Social Work.
- Analyze causes and consequences of social problems at the individual, family, community and societal levels, and evolve appropriate intervention strategy/schemes for amicable solving and prevention besides formulating, advocating, and assessing the impact of relevant social policies that advance social well-being.
- Understand human behaviour in the social environment and apply it to guide the processes of assessment, intervention, and evaluation of social dynamics and apply the knowledge gained in the process to understand the individual and social environment and provide counselling to individuals, families, groups, etc.
- Perform successfully in the chosen careers that require Social Work knowledge, aptitude and skills and gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups and understand the forms and mechanisms of oppression and discrimination and deal with them appropriately.
- Develop social work skills and use tools of Social Work to solve individual, family, group or community problems and perform tasks in Social Welfare Organisations (Government/Voluntary Agencies, Academic/Research/Clinical/ Industrial Concerns, Correctional Institutions, Communities and the like) by adapting various Intervention Techniques like **Supportive Techniques, Reflective Performance and Direct Influence** and use appropriate verbal and written communication in community/ agency setting with clients, staff and community stakeholders.

- Develop skills to float and administer a voluntary service organization and administer social welfare organisations and perform the tasks of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) with good social, communication, and interpersonal skills
- Engage in research on psycho-social problems/issues affecting individuals, families, groups, organisations, communities, etc., by adopting scientific research methodology and using research evidence to address the issue at hand, conduct social impact assessment surveys and evaluation of projects and prepare, use and maintain of records as positions held and institutions served.

FIRST YEAR	CORE COURSE- I	SEMESTER-I
COURSE CODE	SOCIAL WORK PROFESSION	CREDITS : 4

Course Objectives:

The objectives of the course are

- To develop and inculcate the development of the social work profession,
- To know the importance of social work in the contemporary world, mapping the reasons for social issues
- To learn the various theories of social work.

Pedagogical Methods Adopted:

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

COURSE CONTENT

UNIT – I

Fundamental concepts of Social Work - Social Work - Definition, Objectives, Philosophy and scope. Concept of related term : Social Service – Social Development – Social Transformation – Social Reform – Social Defence. Difference between Social service and Social Work. Introduction to the Methods of Social Work.

UNIT – II

Historical Development of Social Work - Evolution of Social Work in the West (UK and USA). Social Work in India. Religious Foundation of Social Work in India. Gandhian Thoughts of Social Work.

UNIT – III

Philosophies and Ethics of Social work - Social Work as a Profession: Nature and characteristics of a profession. Social Work Values – Code of Ethics in Social Work practice. Social Work Principles. Models of Social work. Roles and Responsibilities of a Professional Social Worker.

UNIT – IV

Development of Social Work Education - Social Work Education in India - Focus, Nature and Content of Social Work Education. Field Work in Social Work Profession : Objectives, Need and Importance - Significance of Field Work Supervision. Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations. Social Work Profession and Education in Global perspective. Problems and Prospects of the Social Work Profession in India.

UNIT – V

Social Work Practice in Different settings - Fields of Social Work practice : Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings – Industrial Settings - Correctional Social Work - Social Work with Marginalized and Vulnerable sections – Persons with Disability and Social Work, Geriatric Social Work.

REFERENCE BOOKS

1. Adams Robert, et al (1988) Social Work, Macmillan, Hound Mills.
2. Albrect, Gary L. (2006) Encyclopaedia of Disability (4 Volumes), Sage , Oaks.
3. Sarah Banks, Ethics and Values in Social Work (Practical Social Work Series), Palgrave Macmillan (2012), England.
4. Bhushan, Vidya & Sachdeva, D.R(1995) An Introduction to sociology, Kitab Mahal, Allahabad.
5. Congress, E.P. (1998) Social Work Values and Ethics, Nelson-Hall, Chicago
6. Desai, M. 2000, Curriculum Development on History of Ideologies for Social Change and Social Work, TISS, Mumbai.
7. Fink A.E (1974) The fields of social work, Henry Hold, New York.
8. Fried Lander, A.W. (1974) Introduction to social work, Prentice-Hall, New Jersey
9. Gangrade, K.D. (1976) Dimensions of Social Work in India, Marwah, New Delhi
10. Jacob K.K (1994) Social Work Education in India (ed), Himanshu pub.New Delhi.
11. Misra P.D., and Misra Beena, Social Work Profession India (2015), New Royal Book Company, Lucknow, India.
12. Mattaini, M. A., Lowery, C. T., & Meyer, C. H. (2002). Foundations of Social Work Practice: A Graduate Text. NASW, 750 First St., NE, Suite 700, Washington, DC 20002-

13. Payne, Malcolm (1991) Modern Social Work Theory: a critical introduction, Macmillan, Hound mills
14. Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2016). Social Work Macro Practice, Pearson., USA
15. Reamer, F. G. (2009). The social work ethics casebook: Cases and commentary. Washington, DC: NASW Press

Websites/E-Books

1. Lena Dominelli, Introducing Social Work (Google Books)
2. Teri Mizrahi, The Encyclopaedia of Social Work (Google Book)
3. 101-careers-in-social-work in <https://www.pdfdrive.net/101-careers-in-social-work-e12082854.html>

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

CO1	To understand the evolution of Social Work and its emergence as a Profession.	L1; L2
CO2	To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice.	L2; L3: L4
CO3	To develop an understanding of the role of Social Workers in various fields.	L3; L6
CO4	To facilitate the students to understand the importance of Field Work in Social Work Education.	L2; L4
CO5	To learn and apply the methods and approaches of Social Work practice in different settings.	L3; L4;L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-II	SEMESTER-I
COURSE CODE	SOCIAL CASE WORK AND SOCIAL GROUP WORK	CREDITS:4

Course Objectives:

The objectives of the course are

- To develop and inculcate the development of the social case work and social group work
- To know the importance of social case and social group work in the contemporary world
- To learn the methods of intervention in social case work and social group work.

Pedagogical Methods Adopted:

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

COURSE CONTENT

UNIT –I: Case Work: Concepts, objectives/purpose/its importance; nature and scope, historical development; components; values and principles of case work practice; Case work process: Intake, Study, Assessment, Diagnosis, Treatment/ Intervention techniques (supportive / environmental manipulation, reflective/ practical help or material help & direct treatment/ counselling). Evaluation: meaning, purpose/objectives, types, methods/ techniques/ instruments, Termination: meaning, reaction to termination, decision to terminate, and planning for termination. Follow-up-meaning, purpose, and types.

UNIT-II:. Case Worker-Client Relationship: meaning, purpose/needs/significance, and elements/components; principles of client-worker relationship; obstacles in client-worker relationship. **Case Work and Communication:** meaning, purpose, importance, principles. Approaches to Practice: psychosocial, problem-solving, crisis intervention; behaviour modification, functional and development of an eclectic model for practice.

UNIT–III:Recording in Case Work: meaning, sources and types- principles of recording, use, and maintenance of record. **Application of Social Case Work in different settings:** medical and psychiatric settings- mentally retarded shelter homes; mental rehabilitation centres, de-addiction and detoxification centres, mental health & community-based rehabilitation; **Problems and Limitations and Role** of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.

UNIT –IV:

Social group: definition, characteristics, types of groups-social group and social group work group; and functions of a group; Group process; **Group dynamics**-meaning, definition, functions, and basic assumptions of group dynamics.

a. **Social group work:** concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social work and its relation to other methods of social work.

b. **Group work process:** Intake and study: Assessment-Intervention/treatment- Evaluation;

UNIT –V:

Models and approaches: social goal model, remedial and reciprocal model; group therapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group, etc. b. Group work recording: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

REFERENCE:

1. Kadushin, Goldie. The social work interview: A guide for human service professionals. Columbia University Press, 2012.
2. Mathew, Grace. An introduction to social casework. Tata Institute of Social Sciences, 1992.
3. 4.Pearlman, Helen Harris. Social casework: A problem-solving process. University of Chicago Press, 1957.
4. Research and practice. Vol. 14. SAGE Publications, Incorporated, 1990.
5. Tilbury, Derek EF. Casework in context: a basis for practice. Elsevier, 2014.
6. Timms, Noel. Recording in social work. Taylor & Francis, 1972.
7. Alissi, Albert S. "Social group work: Commitments and perspectives. "Perspectives on social group work practice (1980): 5-35.
8. Conyne, R. K. (1999). Failures in group work: How we can learn from our mistakes. Chronicle Books.
9. Corey, Gerald. Theory and practice of counseling and psychotherapy. Nelson Education, 2015.
10. Douglas, Tom. Group processes in social work: a theoretical synthesis. John Wiley & Sons, 1979.
11. Glassman, Urania. Group Work: A Humanistic and Skills Building Approach: A Humanistic and Skills Building Approach. Vol. 13. SAGE Publications, 2008.
12. Konopka, Gisela. Social group work: A helping process. Prentice-Hall, 1972.

13. Kadushin, Goldie. The social work interview: A guide for human service professionals. Columbia University Press, 2012.
14. Mathew, Grace. An introduction to social casework. Tata Institute of Social Sciences, 1992.
15. 4. Perlman, Helen Harris. Social casework: A problem-solving process. University of Chicago Press, 1957.
16. Research and practice. Vol. 14. SAGE Publications, Incorporated, 1990.
17. Tilbury, Derek EF. Casework in context: a basis for practice. Elsevier, 2014.
18. Timms, Noel. Recording in social work. Taylor & Francis, 1972.
19. Alissi, Albert S. "Social group work: Commitments and perspectives. "Perspectives on social group work practice (1980): 5-35.
20. Conyne, R. K. (1999). Failures in group work: How we can learn from our mistakes. Chronicle Books.
21. Corey, Gerald. Theory and practice of counseling and psychotherapy. Nelson Education, 2015.
22. Douglas, Tom. Group processes in social work: a theoretical synthesis. John Wiley & Sons, 1979.
23. Glassman, Urania. Group Work: A Humanistic and Skills Building Approach: A Humanistic and Skills Building Approach. Vol. 13. SAGE Publications, 2008.
24. Konopka, Gisela. Social group work: A helping process. Prentice-Hall, 1972.

E-BOOKS /E-MATERIALS:

1. <https://mpbou.edu.in/news/m/pge/msw2p2.pdf>
2. https://www.bdu.ac.in/schools/socialsciences/socialwork/docs/studymaterials/Socialcase_Work_Practice_Working_with_Individuals_unit_1.pdf

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

CO1	To understand case work and group work methods in Social Work and to understand values and principles of working with individuals and groups.	L1; L2
CO2	To develop the ability to critically analyse problems of individuals and families and factors affecting them.	L2; L3: L4
CO3	To develop an understanding of the role of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.	L3; L6
CO4	To know Group dynamics-meaning, definition, functions, and basic assumptions of group dynamics.	L2; L4
CO5	To learn and apply the model and approaches	L3; L4;L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 Create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-III	SEMESTER- I
COURSE CODE	FIELD WORK PRACTICUM -I	CREDITS - 4

COURSE OBJECTIVES

- To get exposure to different social issues and to different social work settings.
- To get acquainted with the Origin, Administrative structure, functioning, staffing pattern , and organisation activities.
- To make use of supervision & guidance in understanding social issues.
- To make the social work trainees experience group living and initiate and participate in development work in a village identified by the department and the students.
- To expose the social work trainees to rural/tribal life and living.
- To enable the social work trainees to learn by carrying out development projects after identifying local needs.
- To expose and involve social work trainees in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.
- To help social work trainees to develop capacities and attitudes suitable for group living.
- To inculcate the spirit of working in a team and document the outcome of visits.

INTRODUCTION

Social work practice is designed to provide a variety of opportunities to develop and enhance professional practice skills through three components, namely orientation/ observational visits, rural/tribal camps, and Group Projects in the first semester.

COMPONENT NO. I

OBSERVATION VISITS TO DIFFERENT FIELDS OF SOCIAL WORK.

Orientation/ Observation Visits: A detailed instruction about fieldwork, objectives importance of fieldwork. Orientation provides information regarding

(1) the importance and place of the practice in social work education and

(2) the purpose, functions, and ethics in professional practice. The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to evaluate the initiative of voluntary and government programmes critically, and to develop an appreciation of social work intervention in these programmes.

No. of visits:10 Duration: 10 Days

PROCESS

The social work trainees, accompanied by a faculty member, shall visit pre-identified agencies in different areas like disability, health, aged, children, women, and slums, rural & urban and industrial communities. The students are expected to observe & enquire about

Background and field of work of the agency.

1. Place and role of the agency in society.
2. Aims, objectives and programmes implemented.
3. Types of Beneficiaries / Target groups.
4. Administrative structure, departmentalization, staffing pattern.
5. Funding and resource mobilization.
6. Problems and issues faced by the organization.
7. Conditions and problems of the inmates /beneficiaries,

During their observation visits, and document the same. The learning and outcome of each visit is to be evaluated through a group conference under the supervision of a faculty member.

MANDATORY REQUIREMENTS

1. Social work trainees should submit an observation visit report to the concerned faculty supervisor on the very next day of each visit.
2. Geo-tag photos need to be enclosed.

SKILLS TO BE DEVELOPED BY THE SOCIAL WORK TRAINEES

1. Observation/learning skills;
2. Communication/presentation skills;
3. Interpersonal skills;
4. Documentation skills.

COMPONENT NO.II RURAL/ TRIBAL CAMP

DURATION: Pre-camp Preparation- 6 field work days + on camp: 7 days.

The actual rural/tribal camp is preceded by two weeks of camp preparation. This will include pilot visits to the village (s) for identification of the camp site, projects to be implemented, and liaising with the local community, various NGO's and Government departments to conduct the rural camp in a particular place.

PROCESS

- The entire class shall be divided into various committees: Programme Committee, Cultural Committee, Food Committee, Public Relations Committee, Travel and Accommodation Committee, Finance Committee and Time keeper. All the social work trainees will elect a Social work trainees' coordinators and members. For overall coordination, two student camp leaders will also be elected.
- Faculty members as camp coordinators will guide and facilitate the working of the committees. Thus the whole class will plan and execute the tribal/rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.
- The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified.

MANDATORY REQUIREMENTS FOR RURAL CAMP PILOT VISIT

For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around the local district. The team visiting shall consist of at least two faculty members and one social work trainee- representatives from each committee (10 students). The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose.

PRE-CAMP:

Each committee is expected to present their overall Schedule along with the budget and invitation of the camp planning in the presence of Faculty members and senior students for their comments and suggestions.

POST CAMP:

Each committee is expected to present their Expenditure, Press clippings, and Programme execution reports in the presence of Faculty members and senior students. A consolidated report has to be submitted to the department within the Month

COMPONENT NO.III

GROUP AWARENESS PROJECT

Group Awareness Project on social issues/problems – a minimum of 12 days to be allotted for this purpose. Each group is to be organized with a minimum of two programmes. Each group should comprise three to five students. One programme should be rural-based. Suggested themes such as anti-dowry campaigns, HIV/AIDS Awareness, Gender sensitization, Alcoholism, Drug Awareness, Mental Health, Environment, Waste management, Human rights etc., can be considered.

DURATION:12 *Field Work days*.

PROCESS:

1. In this component, the social work trainees will be divided into small groups based on their rural/ tribal camp performance. In turn, the team will be chosen by the faculties through a lottery method.
2. The Social work trainees will be given an opportunity to learn community interaction and presentation skills
3. The Social work trainees thereafter (during the next two weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor, the project team should design a suitable programme to spread a social message of their choice in the community setting.
4. The social work trainees should prepare the Reports, presentations and Documentation of the project undertaken.

MANDATORY REQUIREMENTS

1. The title of each group should be reflecting social concern.
2. The Social work trainees are expected to acquire knowledge on the topic chosen.
3. A minimum of two programmes should be conducted (Urban and Rural).
4. The Programmes should have collaborated with local stakeholders.
5. Acknowledgement/Appreciation Letter/Feedback should be collected from the collaborated NGO/Institution/Industry/Local Panchayat Leaders.
6. Consolidated report consisting of Review of Literature, Invitation, Geo Tag photos, Press Clippings and participant list

EVALUATION: TOTAL MARKS – 100

INTERNAL EVALUATION- 70 MARKS

A. FILED ORIENTATION VISITS (20 MARKS)

(i)	Observational Skills	- 10 marks
(ii)	Reporting	- 5 marks
(iii)	Attendance for field work	- 5 marks
	Total	- 20 marks

B. RURAL / TRIBAL CAMP (30 MARKS)

(i)	Individual Participation	-10 marks
(ii)	Initiative and Leadership	-10 marks
(iii)	Community Involvement	- 10 marks

	Total	- 30 marks

C. GROUP AWARENESS PROJECT (20 MARKS)

(i)	Organising Ability & Team Work	- 10 marks
(ii)	Resource Mobilisation	- 5 marks
(iii)	Social Relevance	- 5 marks

	Total	- 20marks

EXTERNAL EVALUATION – (30 MARKS)

External examiner to be appointed by the University as is for a project. One examiner may be appointed for every 15 students.

Break up of marks is as follows:

1. Theoretical Knowledge	- 10 marks
2. Practice Skills	- 5 marks
3. Mobilising Resources	- 5 marks
4. Communication and Presentation	- 5 marks
5. Reporting	- 5 marks
Total	- 30 marks

COURSE OUTCOME

After successfully completing this course, the Social Work trainees will be able to learn, re-learn and enhance Basic skills necessary for social work practice, such as

1. Community interaction skills,
2. Communication skills,
3. Presentation skills,
4. Analytical skills,
5. Team work,
6. Project planning and implementation;
7. Leadership, initiative and motivation
8. Coordination and cooperation
9. Identification and mobilization of resources
10. Implementation and evaluation
11. Public relations and Liaison; Documentation and presentation.

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER-I
COURSE CODE	DYNAMICS OF HUMAN BEHAVIOUR	CREDITS: 4

Course Objectives:

The objectives of the course are

- To enable students understand the basics of human behaviour, psychology, and psychological functions
- To recognize the significance of human growth and development
- To understand the biological basis of behaviour
- To recognize the relevance of understanding human behaviour in Social Work Practice

Pedagogical Methods Adopted:

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

COURSE OUTLINE

Unit-I

Understanding Psychology and Human Behaviour : Introduction to Psychology - Definition of Psychology. Approaches to understand human behaviour - Various schools of psychology: Structuralism, Functionalism, Psychoanalytical, Behaviorism, Gestalt psychology, Humanistic psychology. Relevance of Psychology in Social Work Practice. Theories of psychological functions - a brief introduction of Freud, Maslow, Erickson, Pavlov, Skinner Concept of Human Behaviour, Social Work and Human Behaviour Determinants of Human behaviour: Heredity & Environment Life span perspective of Human Development-Importance of human growth and development. Stages of human growth and development

Unit-II

Biological basis of Behavior Sensory systems: General and specific sensations, receptors and processes Neurons, Neurotransmitters. The Central and Peripheral Nervous Systems – Structure and functions. Biological basis of Motivation: Hunger, Thirst, Sleep and Sex. Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Genetics and behavior: Chromosomal anomalies.

Unit- III

Social Psychology and Human Behaviour : Mental health - meaning. Concept of Normality & Abnormality. Social biases of behaviour and adjustment. Social Psychology: Social Perception, Attitude formation, Change and Measurement, Communication and Theories of Collective Behavior.

Unit-IV

Understanding Assessment & Intervention : Intelligence, personality and collective behaviour- Meaning, nature and classification; Tests in Psychology: classification and types of Intelligence Psychology.

Unit-V

Specific Disorders and Intervention Classification and Causes: ICD and DSM – Symptomatology Childhood Disorders: Specific Learning Disability Hyperkinetic Disorders, Conduct Disorder (Symptoms and Treatment) Child Sexual Abuse-Impact and Intervention

REFERENCE

1. Kelly, M. S. (2020). School Social Work Practice. Oxford University Press.
2. Massat, C. et al. (2021). School Social Work. Lyceum Press.
3. Merrell, K. et al. (2021). School Psychology for the 21st Century. Guilford Press.
4. Franklin, C. (2020). The School Services Sourcebook. Oxford University Press.
5. NASW. (2021). School Social Work Standards.
6. UNICEF. (2022). Child Friendly Schools Framework.
7. WHO. (2021). School Mental Health Guidelines.
8. NCERT. (2023). School Health and Wellness Programme.
9. Shapiro, E. (2020). School Psychology. Wiley.
10. Allen-Meares, P. (2021). Social Work Services in Schools. Pearson.

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

CO1	Recognize the significance of developing their perspectives in accordance with specific psychological theories.	L1; L2
CO2	Correlate the different human behavioural models with their corresponding empirical occurrences.	L2; L3
CO3	Critique the evolutionary and conditioning effects on the constitution of human behaviour.	L3; L4
CO4	Interpret human psychological manifestations as per established standards and measures.	L4; L5
CO5	Analyse specific disorders and apply appropriate intervention strategies in social work practice.	L4; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	2	3	2
CO3	2	2	3	1	3	3	1	3	3	3
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	2	3	3	3	2	3	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER-I
COURSE CODE	REHABILITATION AND SOCIAL INCLUSION	CREDITS - 4

Course Objectives:

The objectives of the course are

- To familiarize students with various concepts of rehabilitation in the context of disability
- To ground them in the concepts of recovery and psychosocial rehabilitation
- To enable students with theoretical and practical skills of delivering psychosocial rehabilitation
- To develop practical skills in assessing the needs and progress in rehabilitation.

Pedagogical Methods Adopted:

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

COURSE CONTENT

Unit 1

Introduction to Rehabilitation, Definitions, Goals, Objectives, Essentials of PSR, Scope of PSR. Sociology and Psychosocial Rehabilitation. Introduction to rehabilitation and functioning. History of PSR. Institutional Based Rehabilitation: Schools, Hospital and Clinics.

Unit II

Principles of Rehabilitation: Concept of recovery in the process of rehabilitation. Needs for rehabilitation. Principles of rehabilitation, Components of rehabilitation, Philosophy and Principles of PSR. Level of rehabilitation- Prevention, promotion, tertiary.

Unit III

Psychosocial Assessment (PSR): Concept, process, and history taking; qualitative and quantitative methods; use of scales (disability, family burden, coping, quality of life, work performance); intervention in ADL and SST. Vocational Rehabilitation (VR): Meaning, scope, principles, and challenges; vocational service system and phases; key components—assessment, training, vocational evaluation, job placement, stabilization, counseling, and supported employment.

Unit IV

Community Based Rehabilitation (CBR) : Community Based Rehabilitation (CBR), Basic Concepts, Objectives, Principles, Strategies and Methods of CBR, Community Empowerment, Community Resource utilization for Rehabilitation: Need, Role of professionals, Volunteers, Families, NGOs, Government, Community leaders in CBR.

Unit V

Conceptual understanding of Social Inclusion: Meaning and Definitions and forms of Social Inclusion. Theoretical understanding of Social Inclusion. Inclusive Policy: Current policies of protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards, Panchayati Raj and women empowerment, Convention on the Rights of the Child, Sub-plan approach to tribal development.

REFERENCE

1. Bhatt, B. (2016). Youth in Conflict-Challenges and Prospective. New Delhi: Shipra Publication.
2. Byrne, D. S. (2005). Social exclusion. Maidenhead England: Open University Press.
3. Chatterjee, C & Sheoran, G. (2007). Vulnerable group in India. Mumbai: The centre for enquire to Health & allied theories (CEHAT).
4. Chaubey, M. (1995). Status of deprived tribal youth. Udaipur; Shiva Publications.
5. Crow, G. (2002). Social Solidarities: theories, identities, and social change. Philadelphia Buckingham England: PA: Open University Press.
6. Debel, K & Singha Roy. (2001). Social Development and the empowerment of Marginalized group, perspectives and strategies. New Delhi: Sage Publications.
7. Easwarappa, K. Ziyauddin, K.M. (2009). Dimensions of Social Exclusion: Ethnographic exploration (eds). Cambridge Scholars.

8. Francis, P. (1997). "Social Capital, Civil Society and Social Exclusion" in Kothari, Uma and Martin Minouge (eds) "Development Theory and Practice: Critical Perspectives", Hampshire: Palgrave.
9. Grand, L & Piachaud. (2002). Understanding Social Exclusion (ed). Hills: Oxford University Press.
10. Grusky, D. (2001). Social Stratification: Race, Class, and Gender in Sociological Perspective. Colorado: Westview Press.

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

CO1	Appreciate and apply psychosocial rehabilitation principles in the area of disability.	L1; L2
CO2	Examine the strategies, principles and components of psychosocial rehabilitation.	L2; L3
CO3	Acquaint and analyse the different avenues of vocational employment and rehabilitation both in organized and unorganized sectors related to disability.	L3; L4
CO4	Apply the concept of Community Based Rehabilitation in various settings.	L3; L4
CO5	Evaluate social inclusion policies and constitutional safeguards for protection of marginalized populations.	L4; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

1-Low, 2-Medium, 3-Strong

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	2	3	3	3	3
CO2	2	3	3	3	3	3	3	1	3	3
CO3	3	2	3	3	1	3	3	3	2	3
CO4	3	3	3	3	3	2	3	3	3	3
CO5	1	3	3	2	3	3	1	3	3	1

FIRST YEAR	GENERIC ELECTIVE COURSE - I	SEMESTER-I
COURSE CODE	FIELDS OF SOCIAL WORK	CREDITS -3

Course Objectives:

The objectives of this course are

- To understand the major fields of social work practice
- To develop knowledge of intervention methods across sectors,
- To enhance professional competence in specialized and emerging areas of social work.

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers / practitioner-discussion and interaction.

COURSE CONTENT

UNIT I

Health and Medical Social Work: concepts, models, roles of medical social worker, hospital social work services (pre-admission, discharge planning, counselling, patient advocacy), community health programs, public health systems, mental health services, palliative care, ethical issues and interdisciplinary teamwork.

UNIT II

Family and Child Welfare Practice: family dynamics, child protection, child welfare systems, adoption and foster care, early childhood interventions, family counselling, child rights, statutory frameworks (e.g., JJ Act, POCSO, Guardianship), school–family–community linkage, prevention and rehabilitation services.

UNIT III

Community Development and Rural/Urban/Tribal Practice: community assessment, participatory methods, mobilization, livelihood programs, self-help groups, Panchayati Raj and local governance, urban poor interventions, tribal development approaches, NGO–state linkages, sustainable development and social inclusion.

UNIT IV

Correctional, Industrial and Institutional Social Work: correctional systems, rehabilitation and reintegration of offenders, juvenile justice, industrial social work (employee welfare, EAPs, HR linkages), work with aged and persons with disabilities, residential institutions and care standards, restorative justice models.

UNIT V

Specialized and Emerging Fields: school social work, disaster and humanitarian social work, forensic social work, gerontology, substance abuse, community mental health, digital/social media interventions, policy advocacy, research, monitoring and evaluation, intersectoral collaboration and professional roles

REFERENCE :

1. BOOKS Cox, L. et al. (2021). The Handbook of Social Work. Oxford University Press.
2. Bhattacharya, S. (2021). Social Work: An Integrated Approach. Deep & Deep.
3. Upadhyay, R. K. (2020). Medical and Psychiatric Social Work. Omega Publications.
4. Dominelli, L. (2021). Disaster Interventions and Climate Change. Polity Press.
5. Gray, M. (2021). Environmental Social Work. Routledge.
6. Healy, K. (2022). Social Work Practices. Palgrave.
7. NASW. (2021). Standards for Social Work Practice.
8. Ife, J. (2020). Community Development in an Uncertain World. Cambridge University Press.
9. Sewpaul, V. (2021). Global Social Work and Social Development. Routledge.
10. WHO. (2023). Public Health and Social Work Interventions.

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

CO1	Understand concepts, models and interventions in health and medical social work.	L1; L2
CO2	Apply family and child welfare practices and statutory frameworks in professional settings.	L2; L3
CO3	Analyse community development approaches in rural, urban and tribal contexts.	L4; L5
CO4	Evaluate correctional, industrial and institutional social work interventions	L4; L5
CO5	Understand specialized and emerging fields of social work practice and professional roles.	L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with Programme Outcomes										
Cos	Programme Outcomes					Programme Specific Outcomes				
	PO1	PO2	PO3	PO4	PO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	1	3	3	3
CO2	2	3	3	3	3	3	3	2	3	3
CO3	3	2	3	3	3	3	2	3	3	3
CO4	3	1	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	2

1-Low, 2-Medium, 3-Strong

First Year	GENERIC ELECTIVE COURSE - I	Semester-I
Course Code	SCHOOL SOCIAL WORK	Credits -3

Course Objectives:

The objectives of the course are

- To understand concepts of school social work
- To learn about the theoretical framework of school social work
- To know about standards for school social work service
- To learn school psychology, and to understand about professional school counselling.

Pedagogical Methods Adopted:

Lectures, PPT, Assignment, Seminar, Small Group Exercises, Brain Storming, Invited guest speakers / practitioner-discussion and interaction.

COURSE CONTENT

Unit I

School Social Work: History of school social work – Functions of school social work – School policy legislation – School health services – Objectives of school health services – Aspects of school health service. Health problems of school children.

Unit II

The Theoretical Framework of School Social Work: Traditional model, School–Community pupil relation model, appropriate intervention, Effective methods to evaluate school social work programs.

Unit III

National Association of Social Work (NASW) Standards for School Social Work Service: Standards of professional practice – Standards for professional preparation and development – Standards for administrative structure and support. Ethical Principles.

Unit IV

School Psychology: Concept, history, school psychological services – Roles of professional school social workers.

Unit V

Professional School Counsellor: Concept, history, theoretical framework and services – Elementary – Primary school counseling – Middle school counselling – High school – Secondary counselling.

REFERENCE

1. Kelly, M. S. (2020). School Social Work Practice. Oxford University Press.
2. Massat, C. et al. (2021). School Social Work. Lyceum Press.
3. Merrell, K. et al. (2021). School Psychology for the 21st Century. Guilford Press.
4. Franklin, C. (2020). The School Services Sourcebook. Oxford University Press.
5. NASW. (2021). School Social Work Standards.
6. UNICEF. (2022). Child Friendly Schools Framework.
7. WHO. (2021). School Mental Health Guidelines.
8. NCERT. (2023). School Health and Wellness Programme.
9. Shapiro, E. (2020). School Psychology. Wiley.
10. Allen-Meares, P. (2021). Social Work Services in Schools. Pearson.

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

CO1	Understand aspects of school health service and health problems of school children.	L1; L2
CO2	Apply community pupil relation model, appropriate intervention, and effective methods to evaluate school social work programs.	L2; L3
CO3	Analyse National Association of Social Work (NASW) standards for School social work service.	L4; L5
CO4	Evaluate the roles of professional school social worker.	L4; L5
CO5	Understand Primary school counselling, Middle school counseling, High school and Secondary counselling.	L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	SKILL ENHANCEMENT COURSE - I	SEMESTER-I
COURSE CODE:	SKILLS FOR SOCIAL WORKERS	CREDITS - 2

Course Objectives:

The objectives of the course are

- To acquire knowledge of the basic concepts
- To develop Self-Awareness
- To develop coping skills
- To improve the communication skills
- To understand human dynamics
- To build the human relations.

Pedagogical Methods Adopted: Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Role Play, Simulated Learning, Guest Lectures, Experiential Learning, etc.

COURSE CONTENT

Unit I

Self-Awareness and Self-Development: SWOT Analysis, Self-Disclosure, Self-Esteem, Positive Attitude towards others and work, Sensitivity Development.

Unit II

Life Style and Life Coping Skills: Critical Thinking, Developing Emotional Maturity, Holistic health through yoga, Meditation and Exercises, Work Ethics and work culture, Body Language, Etiquette and Manners. Time Management, Stress Management, Problem solving, Decision Making, Assertive Behaviour.

Unit III

Communication for Social Workers: Understanding Communication, classification of communication, use of audio-visual media, use of innovative media in communication.

Unit IV

Human Dynamics: The need to Achieve, Socialize and control, Motivate oneself and Others, Team working with colleagues, and Team Building with subordinates.

Unit V

Human Relationship Skills: Handling Negative criticism, Hurt feel and Anger, building Relationships - Personal and Collegial, Trust Building.

REFERENCE

1. Bishop Davar Sue, 1996. Develop your Assertiveness. New Delhi: Kogan Page India Pvt. Ltd.
2. S. Rustom, 1996. Creative Leadership. New Delhi: UBS Publishers Ltd.
3. Datar, Sudha, Bawikar, Ruma., Rao, Geeta, Rao, Nagamani., and Masdekar, Ujwala, 2010, Skill.Training for Social Workers-A Manual, New Delhi, Sage Publications India Pvt Ltd.

4. Hasko Hurt, 1995. Motivation People, Delhi, PustakMahal
5. Lindenfield Gael, 1997. Assert Yourself, New Delhi: Harper Collins Publishers India Pvt. Ltd.
6. McGrath, e. H., 1997. Training for life and leadership in industry, New Delhi: Prentice Hall of India Pvt. Ltd.
7. Nelson, Richards & Jones. 1990. Human Relationship Skills, Mumbai: Better Yourself Books.
8. Rangnekar, Sharu. 1996. In the World of Corporate Managers, Delhi: Vikas Publishing House Pvt. Ltd.

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

CO1	Define the meaning and definitions related to soft skills and self-awareness.	L1; L2
CO2	Develop awareness of self and coping skills for professional social work practice.	L2
CO3	Maintain good interpersonal relationships and communicate with others effectively.	L3; L4
CO4	Skilful in providing intervention at individual, family, group, and community levels.	L3; L4
CO5	Develop team-building skills among social workers for effective collaborative practice.	L5; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	VALUE ADDED COURSE - I	SEMESTER-I
COURSE CODE:	FAMILY LIFE MANAGEMENT	CREDITS - 2

Course Objectives:

The objectives of the course are

- To introduce students to Family Dynamics
- To familiarize students with the Philosophy, Values, Standards, and Goals of Family
- To teach about decision-making in family Living
- To train students in the management of Family Resources
- To enlighten on social action and social work research as indirect methods of social work

Pedagogical Methods Adopted:

Chalk & Talk, e-content, PPT, Group Discussions, Videos, Quiz & Assignments, Case Studies, Participative Learning, etc.

COURSE CONTENT

Unit I

Family Dynamics: Meaning; Family Life in a Changing World; Role of Family; Role of Family members; Role of Women; Family Life Cycle: Stages; The home in an industrial Context; Concept of Management in the Home; Managerial Responsibilities.

Unit II

Philosophy, Values, Standards and Goals: Development of a Philosophy; The concept of Value; Values and Attitudes; Development of Family Value Patterns; The concept of Standards; The concept of Goals; Customary beliefs.

Unit III

Decision Making in Family Living: Steps in Decision-Making Process; Kinds of decisions families make; The concept of Family Resources; The management Process.

Unit IV

Management of Family Resources: Time Management; Energy Management; Work Simplification; The process of Family Finance Management: The concept of Income Management; Analysis of Kinds of Income; Guidelines in money income management; Borrowing: the family's use of credit; Conflict Management in Families.

Unit V

The Family's Plans for the Future: Institutions Savings, Investments and the Estate: Institutions for Family Savings; Taxation in Family Plans; Planning the Family Estate; Insurance for the Family.

REFERENCE

1. Walsh, F. (2021). Strengthening Family Resilience. Guilford Press.
2. Goldenberg, H. (2021). Family Therapy: An Overview. Cengage.
3. Gladding, S. (2020). Family Therapy. Pearson.
4. Olson, D. (2020). Family Systems and Family Strengthening. Routledge.

5. Strong, B. et al. (2021). The Marriage and Family Experience. Cengage.
6. NCERT. (2022). Family Life Education Manual.
7. UNICEF. (2021). Parenting Support and Family Wellbeing.
8. Nadaf, I. (2021). Family Life Management. Notion Press.
9. Carter, B. (2020). The Expanded Family Life Cycle. Pearson.
10. WHO. (2023). Mental Health and Family Wellbeing.

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

CO1	Recall and understand the concept of Family Dynamics and the changing role of family in modern society.	L1; L2
CO2	Understand Philosophy, Values, Standards and Goals of Family and their development.	L2; L3
CO3	Examine the Decision-making process in Family Living and the management of family resources.	L3; L4
CO4	Discover and apply various kinds of Family Resources including time, energy, and financial management.	L3; L4
CO5	Plan for the future of the Family including savings, investments, insurance, and estate planning.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-IV	SEMESTER-II
COURSE CODE	COMMUNITY ORGANISATION, SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION	CREDITS: 4

Course Objectives:

The objectives of the course are

- To understand the different aspects of a community
- To understand the critical elements of community organisation process
- To enhance critical understanding of models and strategies for community organisation
- To develop attitudes conducive to participatory activities for a civil society
- To gain knowledge on techniques and skills of community organisation and social action.

Pedagogical Methods Adopted:

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

COURSE CONTENT

UNIT-I

Community: meaning, types, and characteristics; community power structure minority groups; Community Dynamics: integrative and disintegrative processes in the community. Leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership. Community power structure and factions and sub-groups; minority groups. Concept of community development - Similarities and differences between Community Organization and community development.

UNIT-II

Community Organisation: concept, definition, objectives, philosophy, History, approaches, principles and skills; community organisation as a method of social work; community welfare councils and community chests; models of community organisation; community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation. Focus Groups; Analysis of Power Dynamics in Various Communities, Mobilization for Participation, Involvement in Problem Solving Process: Community Based Organization Building and Federating .

UNIT-III

Methods and phases of community organisation: planning, education, communication, participation, collective decision-making, resource mobilisation, community action, coordination; study, assessment, organisation, action, evaluation, and continuation. Intervention strategies: organising, activating, people's participation, negotiation, lobbying, and resource mobilisation. Community organisation in fields: health, education, correctional, rural, urban, tribal, vulnerable groups, and disaster contexts. Roles and responsibilities of community organiser; practice at local, state, and national levels.

UNIT-IV

Social Welfare Administration: Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development. Principles, functions and areas - Policy making, Planning, personnel administration, supervision, budgeting, financial administration, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, Annual report. Social Welfare Administration at National, State and local levels; Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), Directorate of Social Welfare. Non – Government Organization: Voluntarism, evolution of Social Welfare in India; Voluntary Social work; Voluntary Agencies; Meaning, types & Models of NGOs; Role of NGOs in National development, Government Schemes on Social welfare, Agency registration; methods, advantages, Tax Exemptions for NGOs and FCRA. Governmental Schemes for NGOs. preparation of bye- laws, Memorandum of Association, rules, regulation & registration procedures; Registration of Societies & Trust; Governing Board, Committees, Executive; Quality, Function & role, National Voluntary section Policy 2007.

UNIT-V

Concept and Evolution of Social Action: concept, objectives and Principles. History and Scope of social action in India. Social work and Social Action. Strategies for Social Action Concept of advocacy as a tool: Strategies for Advocacy - Campaigning, Use of media and public opinion building in advocacy - Coalition and Network building - Approaches: rights- based approach and advocacy-based approach; Radical Social Work: meaning, techniques; Role of Paulo Freire and Saul Alinsky, Role of a social worker in social action.

REFERENCE

1. Ledwith, M. (2020). Community Development. Policy Press.
2. Kenny, S. (2021). Developing Communities for the Future. Cengage.
3. Guha, A. (2021). Community Organization and Social Action. Centrum Press.
4. Patil, A. R. (2020). Community Organisation and Development. PHI Learning.
5. Ife, J. (2020). Community Development in an Uncertain World. Cambridge University Press.
6. Dominelli, L. (2021). Anti-Oppressive Social Work Theory and Practice. Palgrave.
7. Rothman, J. (2021). Approaches to Community Intervention. Routledge.
8. United Nations. (2023). Sustainable Development Goals Report.
9. Freire, P. (2021 edition). Pedagogy of the Oppressed. Bloomsbury.
10. Alinsky, S. (2020 edition). Rules for Radicals. Vintage.

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

CO1	Gain knowledge on different communities, community dynamics, and different lifestyles of communities.	L1; L2
CO2	Apply familiarity on community organization as a direct method of Social Work practice.	L2; L3
CO3	Equip with various methods of community organization, planning, and social welfare administration.	L3; L4
CO4	Gain familiarity in the application of community organization for the welfare of community people.	L3; L4
CO5	Perceive the strategies thoroughly by applying Social Action as a method of Social Work.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-V	SEMESTER-II
COURSE CODE	SOCIAL WORK RESEARCH AND STATISTICS	CREDITS: 4

Course Objectives:

The objectives of the course are

- To develop an understanding of a scientific approach to human enquiry
- To understand major research strategies and their importance in social work research
- To develop the ability to see the linkage between practice, research and theory
- To develop the ability to conceptualise, formulate, and conduct simple research projects.

Pedagogical Methods Adopted:

Chalk & Talk, Seminar, PPT Presentation, Group Discussion, Case Study, Computer Lab Sessions, Statistical Software Demonstration, etc.

COURSE CONTENT

UNIT -I

Types Of Research : Social Research: Meaning, definition, objectives, characteristics. Social Work Research: Meaning and definition; Difference between social research and social work research; Scientific method: meaning, characteristics; Types of research: pure, applied, and action research; participatory and evaluation research; Qualitative research: meaning, scope, characteristics, difference between qualitative and quantitative research.

UNIT -II

Problem Formulation And Hypothesis Testing: Selection of problem: criteria and sources defining the problem; Variables: meaning; types of variables; Operationalization; measurement: meaning, levels of measurement; nominal ordinal, interval, and ratio; Hypothesis: meaning, sources, characteristics, functions and types; attributes of a sound hypothesis; hypothesis testing; Level of significance; Type-I and Type-II errors. Theory and fact; inductive and deductive theory construction.

UNIT- III

Design And Sampling: Research design: meaning and types- exploratory, descriptive, diagnostic, experimental. Universe and sampling: meaning, principles and types of sampling; Advantages and disadvantages; Tools/instruments: Types and steps involved in tool construction; Validity and Reliability: meaning and types; Pilot study and Pre-test.

UNIT-IV

Data Processing and Report Writing: Sources and Methods of data collection: Primary and Secondary Sources; Methods: Interview- meaning and types; questionnaires; observation: Meaning and definition; types of observation. Data processing; 30 Editing, Sorting, coding, and transcription. Presentation of data: tabular and graphical presentation; Report writing: content, format and types; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; Plagiarism; ethics and qualities of a good researcher; preparation of research project proposal; agencies involved in social work research.

UNIT-V

Social Statistics : Meaning, definition, use of Statistics and its limitations in social work research; Measures of central tendency: arithmetic mean, median, and mode; Dispersion: range, quartile deviation, standard deviation, and coefficient of variation; Tests of significance: “t” test, F- test and chi-square test; Correlation: meaning, types, and uses; Karl Pearson’s coefficient of correlation and rank correlation; Computer applications: Use and application of computer in social work research.

REFERENCE:

1. Rubin, A., & Babbie, E. (2021). Research Methods for Social Work. Cengage.
2. Creswell, J. (2021). Research Design. Sage Publications.
3. Flick, U. (2020). An Introduction to Qualitative Research. Sage.
4. Kumar, R. (2021). Research Methodology. Sage Publications.
5. Field, A. (2020). Discovering Statistics Using SPSS. Sage.
6. Neuman, W. L. (2020). Social Research Methods. Pearson.
7. Creswell, J., & Plano Clark, V. (2021). Mixed Methods Research. Sage.
8. Krippendorff, K. (2021). Content Analysis. Sage.
9. APA. (2020). Publication Manual of the American Psychological Association (7th ed.).
10. Bryman, A. (2021). Social Research Methods. Oxford University Press.

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

CO1	Explain the concepts of social research and social work research and their scientific approach.	L1; L2
CO2	Formulate research problems and develop sound hypotheses for social work research.	L2; L3
CO3	Design Research and Sampling strategies appropriate for social work investigations.	L3; L4
CO4	Plan sources and methods of data collection and analyse data using appropriate tools.	L3; L4
CO5	Apply statistical tools including measures of central tendency, dispersion, and tests of significance in social work research.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	CORE COURSE-VI	SEMESTER- II
COURSE CODE:	FIELD WORK PRACTICUM -II	CREDITS - 4

Course Objectives

- The broad aim of concurrent field work at this stage is to provide opportunities for the students for applying the knowledge and the information gained in the classroom to real situations. It also provides an opportunity to
- Work with communities (Community Organization), groups (Social Group Work), individuals (Social Case Work) / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (Case Work, Group Work and Community Organization).
- Inculcate professional growth and development.

CONCURRENT FIELD WORK (CFW): It is an ongoing learning practice and an opportunity to develop intervention skills in real-life situations.

- Concurrent field work - agency placement in the generic practice setting such as schools/old age homes/counselling centres /rehabilitation settings, de-addiction centres, Government departments etc. to initiate and participate in direct delivery of professional support to the clients.
- The placement will be for a minimum duration of **30 Field Work days for 2 days per week/semester.**
- Importance to be given to the practice of Social Work methods. Each student is expected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community-based programme.
- Submission of the field work reports on the following day before the classes commence.

GUIDELINES

Acquiring information about the placement agency:

Historical Background, Policies, Procedures, Services offered, Activities available, Programmes, Departments, Administrative structure, Roles and Responsibilities of various Professionals, functioning of a multidisciplinary team.

Activities of the trainee social worker:

- Intake and referral of the Client.
- To function as a member of a multi-disciplinary team.
- Participation in other routine activities of the agency such as attending case conferences, conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients etc.
- Participation in outreach activities/extension programmes of the placement agency.

1. Practice of social case work –with at least 3 individual clients having psycho-social problems, trainee is required to collect detailed case histories, formulate a comprehensive psycho-social diagnosis, formulate goals of intervention and attempt to alleviate psycho-social problems of their clients using interceptive techniques such as counselling, environmental modification, facilitating catharsis, ego assessment and ego strengthening, behaviour modification etc. Intervention with the family and peer group using appropriate techniques wherever necessary. Trainee may carry out discharge planning of patients, conduct home visits and other follow-up activities for their client's plan and implement measures for rehabilitation wherever necessary

2. Practice of Social Group Work –with at least 2 groups of patients or their significant others, to deal with similar problems experienced by the group members. Groups formed may be educational, therapeutic, and recreational or self-help groups depending on the members' needs and the agency's scope. Trainee is required to identify members, formulate a group, facilitate group interaction, promote positive group dynamics, enable goal formulation, discuss and help group members to plan measures for goal attainment, implement these plans and wind up group work after evaluating the extent of goal attainment by individuals of the group and the group as a whole.

3. Community Organization Programme: The trainee must organize a community organization programme pertaining to the area of focus of the agency.

Reporting

Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

Attendance

The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter. However, if the agency requires the trainee's service, they can be called on holiday.

Mandatory Requirement

1. Case Work

- a) Casework format to be followed with a minimum of 3 interventions
- b) Minimum of 5 sessions

2. Group Work

- a) Group Work report format to be followed
- b) Geo Tagged Photo to be enclosed

3. Community Organization Programme

- a) Invitation
- b) Geo Tagged Photo to be enclosed
- c) Newspaper Clipping
- d) Participant List with Signatures

Process

1. Weekly two days agency visits.
2. Faculty - Student individual guidance after the class hours.

Evaluation Pattern

1. Consolidated Report - Content, Clarity, Language, Presentation
2. Agency Evaluation – Regularity, Performance, Skills and Personality Development
3. Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

Norms for Evaluation

Internal : 70 marks

- | | |
|------------------------------|------------|
| 1. Case Work Practice | - 15 marks |
| 2. Group Work | - 15 marks |
| 3. Community Programme | - 15 marks |
| 4. Reporting | - 15 marks |
| 5. Attendance for field work | -10 marks |
| | 70 marks |

External (30 marks)

- | | |
|-----------------------------------|------------|
| 1. Theoretical Knowledge | - 10 marks |
| 2. Practice Skills | - 10 marks |
| 3. Mobilising Resources | - 5 marks |
| 4. Communication and Presentation | - 5 marks |
| | - 30 marks |

COURSE OUTCOME

After successful completion of this course, the students will be able to learn, re-learn and enhance Basic skills necessary for social work practice such as.

1. Understood both the agency and the clients as systems.
2. Developed knowledge of administrative procedures,
3. Learned programme management and utilizing skills in practice.
4. Developed problem-solving skills.
5. Utilized instructions in professional practice
6. Enhanced professional social work trainee

FIRST YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER-II
COURSE CODE	CORRECTIONAL SOCIAL WORK	CREDITS - 4

Course Objectives:

The objective of the course are

- To help students understand basic concepts of Institutional protection for children and young offenders
- To enable understanding of Institutional systems and functions of correctional administration
- To explain correctional laws and legal-aid schemes
- To develop skills for dealing with Institutional Treatment for Released Offenders and Convicts
- To initiate Social Work interventions in correctional settings.

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits to Correctional Institutions, Guest Lectures from Legal Practitioners / Social Workers in Correctional Settings, Case Studies, etc.

COURSE CONTENT

UNIT- I

Institutional Systems: Introduction to correctional administration. History of Correctional Administration in India: Concept, objectives and functions of Correctional administration. Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act - 2015. Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls and their functions.

UNIT- II

Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act. Legal Aid: Concept of legal aid, history of legal aid, persons needing legal-aid, legal-aid schemes. Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act-Provisions and implementation. Role of Social Worker: Social Work intervention, needs, methods.

UNIT- III

Institutional Treatment for Released Offenders and Convicts: Prison - Historical development of prison system- Indian Prison Act. Prison administration, prison labour, prison discipline and education, pre-release programmes, and prisoners' welfare board. Open-air prison - Historical development of Open-air prison system, organization and administration.

UNIT- IV

Non-institutional systems; Probation and Parole: Historical development of the probation system, principles and procedure. Parole: Historical development of parole - functions and powers of Parole Board, Conditions under the Prison Manual. Indian Penal Code, provisions on Parole. Pre- release preparation of the parolee.

UNIT- V

Social Work Practice in Correctional Setting: Scope for social work practice in institutional and non-institutional settings. Application of Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

REFERENCE

1. Walsh, A., Wells, J., & Gann, S. M. (2020). *Correctional Assessment, Casework, and Counseling* (6th ed.). Springer.
2. Kratcoski, P. C. (2024). *Correctional Counseling and Treatment*. Springer.
3. Patterson, G. T. (2026). *Social Work Practice in the Criminal Justice System* (3rd ed.). Routledge.
4. Sharma, R. (2026). *Transforming Lives Behind Bars: Forensic CBT and Systemic Reform in Indian Prisons*. Routledge.
5. Bald, C. J., & Martínez Herrero, M. I. (2026). *The Routledge International Handbook of Criminal Justice Social Work*. Routledge.
6. Bosker, J., Menger, A., & de Vogel, V. (2025). *Forensic Social Work: Supporting Desistance*. Routledge.
7. Willmot, P., Jones, L., Akerman, G., & Mahoney, A. (2026). *Trauma-Informed Forensic Interventions*. Routledge.
8. WHO. (2022). *World Mental Health Report: Transforming Mental Health for All*.
9. United Nations Office on Drugs and Crime (UNODC). (2021). *Handbook on Dynamic Security and Prison Intelligence*.
10. Schmallegger, F., & Smykla Ortiz, D. (2021). *Corrections in the 21st Century* (9th ed.). McGraw Hill.

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

CO1	Examine the legal-aid schemes, Right to Information Act and Public Interest Litigation Provisions and their implementations.	L1; L2
CO2	Acquire the skills of dealing with Institutional Treatment for Released Offenders and understand concepts of Institutional protection for children and young offenders.	L2; L3
CO3	Infer the Institutional systems and functions of correctional administration.	L3; L4
CO4	Apply the knowledge base on the Correctional Laws including Corrective measures, Probation of Offenders Act, and Juvenile Justice.	L3; L4
CO5	Initiate Social Work interventions with under-trials, prisoners, rehabilitation of prisoners, work with families of prisoners, and work with victims of crime.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

First Year	DISCIPLINE CENTRIC ELECTIVE COURSE	Semester-II
Course Code	MIGRATION AND DEVELOPMENT	Credits - 4

Course Objectives:

The objectives of the course are

- To understand the concepts, types, causes and theoretical perspectives of migration
- To analyze the relationship between migration and socio-economic development
- To examine the vulnerabilities and human rights issues experienced by migrant populations
- To study social support systems and institutional mechanisms influencing migrant well-being.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Field Visits, Policy Analysis Exercises, Digital Storytelling, Micro-Research, etc.

COURSE CONTENT

UNIT I

Concepts of Migration :Migration-Definition -Concept- Types, Causes of migration, Implications for migration characteristic, principles. Migration and Its Impacts. Migrant laborer's: concept-Demographic Profile-Characteristic & features - Need for developmental concerns. Various sectors involved in migration. Theories of migration: Ecological Systems Theory, Cultural and Acculturation Theories, Migration Network Theory, Push-Pull Theory. Historical Context: The evolution of global migration patterns, colonialism, globalization and the modern mobility regime.

UNIT II

Migration and Socio-Economic Development- Migration and socio-economic development: concept and relationship between migration and development. Economic impact of migration at local and national levels. Poverty and migration: migration as a livelihood strategy and its role in poverty reduction. Globalization and migration: labour mobility, global economic systems and uneven development. Effects: role in household livelihood, income and national development. Urbanization: rural-urban migration and its impact on urban growth and infrastructure. Employment: labour migration, informal sector and job insecurity. Issues: Socio-economic inequalities, Informal labour and job insecurity, Urban poverty and slums, Labour exploitation, Unequal development benefits.

UNIT III

Vulnerability & Human Rights- Migrant rights and human rights framework: Trafficking, Forced migration: Refugees, Internally Displaced Persons (IDPs). United Nations High Commissioner for Refugees: Labour exploitation: Lack of access to basic services: Health, Education, Housing. Discrimination and social exclusion, Legal and documentation barriers.

UNIT IV

Social Support Systems -Migrated labourers - Recruitment and contracting in the industry. Hours of work. Wages and other remunerations (ESI, PF), bonus. Intermediaries in migration, Forced and child labour in the sector of migration. Grievance Redressal. Social Support Systems: Purpose, Factors of Family-Community networks-institutional support-well-being of migrant workers. Workers union. Theories of social Systems- social support theory. Role of social workers in Migration.

UNIT V

Policies, Governance & Social Work Practice- Central Government Legislation, Policies and Programs: Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979, Pradhan Mantri Garib Kalyan Yojana (PMGKY), One Nation, One Ration Card (ONORC) Scheme, e-SHRAM Portal, Tamil Nadu Government Legislation, Policies and Programs: The Tamil Nadu Migrant Workers (Regulation of Employment and Conditions of Service) Act, 2020, Tamil Nadu State Policy on Labour and Employment, Skill Development Programs, Health and Safety Programs, Migrant Resource Centers, Migrants employment generation programme. Social Work Interventions: Advocacy, Crisis intervention, Rights-based approach. Casework with migrant labourers, Group work in slums / migrant communities, Policy advocacy.

REFERENCE

1. Castles, S., de Haas, H., & Miller, M. J. (2020). The Age of Migration: International Population Movements in the Modern World (6th ed.). New York: The Guilford Press.
2. Faist, T. (2000). The Volume and Dynamics of International Migration and Transnational Social Spaces. Oxford: Oxford University Press.
3. King, R. (2012). Theories and Typologies of Migration: An Overview and a Primer. Malmö: Malmö University.
4. International Organization for Migration (2022). World Migration Report 2022. Geneva: IOM.
5. World Bank (2023). Migration and Development Brief. Washington, DC: World Bank.
6. International Labour Organization (2021). World Employment and Social Outlook: Trends 2021. Geneva: ILO.
7. United Nations Development Programme (2020). Human Development Report 2020. New York: UNDP.
8. Government of India (2017). Report of the Working Group on Migration. New Delhi: Ministry of Housing and Urban Poverty Alleviation.
9. Census of India (2011). Migration Tables. New Delhi: Office of the Registrar General & Census Commissioner, India.
10. NITI Aayog (2020). Policy Framework for Internal Migration in India. New Delhi: Government of India.

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

CO1	Explain the concepts, types, causes and theories of migration, including historical and contemporary perspectives.	L1; L2
CO2	Analyze the relationship between migration and socio-economic development, including remittances, urbanization and globalization.	L2; L3
CO3	Examine the conditions, vulnerabilities and social support systems of migrant labourers in various sectors.	L3; L4
CO4	Evaluate migration-related policies, governance mechanisms and social work interventions at state and national levels.	L4; L5
CO5	Develop social work intervention strategies for advocacy, protection and empowerment of migrant communities.	L5; L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	GENERIC ELECTIVE COURSE - I	SEMESTER-II
COURSE CODE	GERIATRIC SOCIAL WORK	CREDITS -3

Course Objectives:

The objectives of the course are

- To develop an understanding of the scope of Gerontology and Geriatrics
- To explore the factors contributing to the growing problems of older persons
- To develop an attitude of responsibility towards care of the elderly
- To sensitize students about the debilitating impact of ageing
- To inform students of policies and welfare programmes meant for older persons.

Pedagogical Methods Adopted:

Chalk & Talk, Seminar, PPT Presentation, Group Discussion, Case Study, Field Visits to Old Age Homes, Guest Lectures from Gerontologists / Geriatric Care Professionals, Experiential Learning, etc.

COURSE CONTENT

Unit I

Gerontology and Geriatrics – Concept and Growth: History and Growth of gerontology; Scope and Fields of Gerontology; Geriatric Care: History of Geriatric care in India; Home & Community-Based Care; Fields of Geriatrics; Theories of Aging; Role and Functions of Gerontologist.

Unit II

Factors Contributing to Growing Problems of the Elderly: Problems of the Elderly in India; Aging and Risk Factors for Diseases and Disabilities; Elder Abuse and Neglect; Elder Abuse – Causes; Factors and Forms of Elder Abuse; Elder Abuse in India; Medications, Substance Abuse and Older Adults.

Unit III

Role of Family and Care Givers: Importance of Family and Caregivers in Elder Care; Role and Importance of Younger Generations in the Care of Old Persons; Old Age Homes – Types and Services; Need and Importance of Old Age Homes; Services of Old Age Homes; Quality of Life of the Elderly in Old Age Homes.

Unit IV

Working with the Elderly: Aging and the Body/Body Systems; Effects of aging; Common health problems; Care of the patient and symptoms to report; Aging and the Mind: Mental and personality changes; Temporary changes in mental functioning and causes; Permanent changes in mental functioning and common problems; Caring for clients with memory loss or confusion.

Unit V

Policies and Programmes for the Elderly in India: Legislations for the Elderly in India; Statutory provisions for the elderly; National Policy on Older Persons; United Nations Organization and the Elderly; International Initiatives for Elderly Care; Gerontological social work practice.

REFERENCE

1. Hulko, W., Ferrer, I., Brotman, S., & Stern, L. (2020). Gerontological Social Work in Action: Anti-Opressive Practice with Older Adults, Their Families, and Communities. Routledge.
2. Putnam, M., & Shen, H. W. (Eds.). (2022). Gerontological Social Work and COVID-19: Calls for Change in Education, Practice, and Policy from International Voices. Routledge.
3. Luo, H. (2026). Gerontological Social Work: Canadian Perspectives. Northrose Educational Resources.
4. Schwartzkopf, A. L., Schubert, C. C., Myers, J. L., et al. (2025). "Unique Contributions of Social Workers to Geriatric Assessments for Community-Dwelling Older Persons." Journal of Gerontological Social Work.
5. World Health Organization. (2022). World Mental Health Report: Transforming Mental Health for All.
6. United Nations Department of Economic and Social Affairs. (2023). World Social Report 2023: Leaving No One Behind in an Ageing World.
7. National Institute on Aging. (2021). Global Health and Aging Report.
8. Chonody, J., & Teater, B. (2021). Social Work Practice with Older Adults. Sage Publications.
9. Alameda-Pineda, X., Addlesee, A., García, D. H., et al. (2024). "Socially Pertinent Robots in Gerontological Healthcare." arXiv Preprint.
10. World Health Organization. (2021). Decade of Healthy Ageing 2021–2030 Report.

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

CO1	Define Gerontology and Geriatrics and understand the history, scope and fields of gerontology.	L1; L2
CO2	Identify the problems of Older Persons and analyse the factors contributing to elder abuse and neglect.	L2; L3
CO3	Examine the functions of Old Age Homes and the role of family and caregivers in elder care.	L3; L4
CO4	Assess the impact of the ageing process on body systems, mental health, and quality of life.	L4; L5
CO5	Evaluate the Policies and Programmes for the older persons at national and international levels.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	GENERIC ELECTIVE COURSE-II	SEMESTER-II
COURSE CODE :	CLIMATE CHANGE AND SOCIAL WORK	CREDITS: 3

Course Objectives:

The objectives of the course are

- To understand the concepts, processes and scientific dimensions of climate change
- To analyze the socio-economic, health and livelihood impact of climate change on vulnerable populations
- To examine the relevance of social work in promoting environmental sustainability
- To study climate governance frameworks and climate justice
- To develop practical social work interventions for addressing climate change and disaster risks.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Observations, Climate Risk Mapping, Policy Tracking, Digital Storytelling, Micro-Research, etc.

COURSE CONTENT

UNIT I

Understanding Climate Change - Climate change: Meaning and concept of climate change, Weather and climate: difference, Global warming and climate change, Climate variability. Science of Climate Change: Greenhouse effect, Greenhouse gases (GHGs), Carbon cycle and emissions. Causes of Climate Change: Human (anthropogenic) causes, Natural causes, Industrialization, deforestation, fossil fuel use. Key Dimensions: Mitigation, Adaptation (adjusting to impacts), Resilience, Environmental, social and economic aspects. Global Evidence: Role of Intergovernmental Panel on Climate Change, Climate change reports and trends, Evidence of global temperature rise.

UNIT II

Effects Of Climate Change: Livelihood Impacts: Impact on agriculture, fisheries, informal work- Droughts, floods and cyclones, Loss of income. Health and Well-being: Heat stress, Diseases (malaria, dengue), Malnutrition and water-related problems. Displacement and Migration: Climate migration, Floods and sea-level rise Social Inequalities: Impact on women, children, elderly- Role of caste, class and poverty, Indigenous and vulnerable groups. Basic Needs: Food security, Water scarcity, Access to health and services.

UNIT III

Vulnerability And Risk -Vulnerability and Risk: Meaning of vulnerability, risk and resilience of Climate change and disaster risk-Exposure and sensitivity to climate hazards. Climate-Induced Disasters: Floods, droughts, cyclones and extreme events-Impact on communities and livelihoods. Green Social Work: Shift from anthropocentric to ecocentric approach- principles of green social work-Contributions of Lena Dominelli. Sustainable Development Goals (SDGs): SDG 13: Climate Action-Link with SDG 1, SDG 3, SDG 5 and SDG 10. Eco-Social Work Practice: Environmental issues and social inequality-Community-based resource management-Adaptation and Resilience: Adaptation and mitigation strategies-Community resilience and coping-Nature-based solutions (e.g., mangroves, urban greening).

UNIT IV

Environment Sustainability -Climate Justice: Concept and principles of climate justice, Historical responsibility: Global North vs Global South, Intergenerational justice and rights of future generations. Loss and Damage: Concept and significance, Impact on developing countries, Global discussions and COP processes. Social Work and Environmental Sustainability: Role of social work in addressing environmental issues, Ecological and green social work perspectives, Community participation and environmental awareness, Sustainable development and environmental justice, Application of social work methods in environmental sustainability. Role of Civil Society: Grassroots movements and environmental NGOs, Role of civil society in climate governance

UNIT V

Governance And Social Work Interventions- Micro-Level Interventions: Psychosocial support and trauma care, Eco-anxiety and grief counselling, Building coping and adaptive skills, Awareness of climate policies and individual rights. Mezzo-Level Interventions: Community organization for disaster preparedness, Early warning systems and community participation, Participatory vulnerability mapping, Formation of Self-Help Groups for sustainable livelihoods-Role of NGOs and civil society. Macro-Level Interventions (Policies & Governance): Climate governance and policy frameworks, Global policies: Kyoto Protocol-1997, Paris Agreement-2015. National policies: National Action Plan on Climate Change-2008, State Action Plans on Climate Change (SAPCCs), Net-Zero targets (India target: 2070), Climate justice and environmental ethics, Policy advocacy and networking, Public awareness on sustainable practices.

REFERENCE

1. Dominelli, L. (2012). Green Social Work: From Environmental Crises to Environmental Justice. Cambridge: Polity Press.
2. Dominelli, L. (Ed.). (2018). The Routledge Handbook of Green Social Work. London: Routledge.
3. Dominelli, L. (2026). Practicing Green Social Work: Considerations of Knowledge, Skills and Practice. London: Routledge.
4. Robinson, M. (2018). Climate Justice: Hope, Resilience and the Fight for a Sustainable Future. New York: Bloomsbury Publishing.

5. Bhushan, C., & others (2019). Climate Justice in India. New Delhi: Centre for Science and Environment.
6. Klein, N. (2014). This Changes Everything: Capitalism vs. The Climate. New York: Simon & Schuster.
7. Blewitt, J. (2015). Understanding Sustainable Development (2nd ed.). London: Routledge.
8. Sachs, J. D. (2015). The Age of Sustainable Development. New York: Columbia University Press.

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

CO1	Explain the concepts, dimensions and scientific basis of climate change, including its causes and global evidence.	L1; L2
CO2	Analyze the social, economic and health impacts of climate change on vulnerable and marginalized populations.	L2; L3
CO3	Examine vulnerability, risk and resilience in the context of climate change using green social work perspectives.	L3; L4
CO4	Evaluate issues of environmental sustainability, climate justice and the role of civil society in climate governance.	L4; L5
CO5	Apply social work interventions at micro, mezzo and macro levels to address climate change and disaster-related challenges.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes										
COS	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2	3	3	2	3	3
CO2	2	3	3	3	3	3	3	3	2	3
CO3	2	2	3	3	3	3	3	1	3	3
CO4	3	3	3	3	1	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	2
CO6	3	3	2	3	3	3	1	3	3	3

1-Low, 2-Medium, 3-Strong

FIRST YEAR	SKILL ENHANCEMENT COURSE - 2	SEMESTER-II
COURSE CODE:	SOCIAL LAB	CREDITS: 2

Course Objectives:

The objectives of the course are

- To understand the conceptual foundations of the Social Lab (SL) framework
- To identify and apply the four SL processes: case meetings, panel meetings, implementation, and research
- To conduct stakeholder mapping and normative evaluation of social work cases
- To facilitate structured case meetings using the Describe, Evaluate, Refine model.
- To organise and moderate inter-stakeholder learning session
- To link SL findings to field-based implementation and practice-embedded research.

Pedagogical Methods Adopted:

Experiential Learning, Self-Reflection Exercises, Group Discussions, Role Play, Simulated Learning, Peer Group Learning, Mind Mapping, Case Studies, Guest Lectures, etc.

COURSE CONTENT

Unit I

Introduction to Social Lab: Definition & concept of Social Lab; Main components (Case Meetings, Panel Meetings, Implementation, Research); Roles: Facilitator, Case Presenter, Evaluator, Stakeholder Representative, Researcher

Unit II

Social Lab Processes: Overview Practice-learning cycle (Observe → Describe → Evaluate → Experiment → Reflect → Refine); Four SL processes; Types of research data in SL; Iterative and reflective practice

Unit III

Case Meetings - Describe Phase: Stakeholder mapping (steps, categories, power analysis); Storytelling (richness, authenticity, reflexivity, dignity); Evaluate Phase: Normative stance; The Evaluation Game (5 rounds); Refine Phase: Visioning Session (steps, futures-oriented thinking); Panel Meetings: Three stakeholder groups (client, professional, policymaker); Inter-Stakeholder Learning Session: aims, facilitation principles, example.

Unit IV

Implementation in Social Lab Practice; Principles: iterative action, co-ownership, documentation, contextual responsiveness, ethical accountability; Field placement connection; Implementation competencies; Challenges: institutional resistance, community fatigue, resource constraints, ethical dilemmas.

Unit V

Research in the Social Lab; Embedded research model; Case data collection methods; Evaluating the SL method itself; Experimental/outcome evaluation; Research ethics (consent, confidentiality, caste/gender sensitivity); Link to MSW dissertation.

REFERENCE

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5. Janssen, M., & Helbig, N. (2016). Innovating and changing the policy-cycle: Policy-makers be prepared! Government Information Quarterly.
6. McDowall, W. (2014). Exploring possible transition pathways for hydrogen energy: a hybrid approach using socio-technical scenarios and energy system modelling. Futures, 63, 1 14.
7. Reiners, T., & Wood, L. C. (2015). Gamification in education and business. Cham, Switzerland: Springer.
8. Rip, A., & TeKulve, H. (2008). Constructive technology assessment and socio-technical scenarios. In Presenting futures (pp. 49-70): Springer.
9. Goor, L. A. M. (2017). Developing a policy game intervention to enhance collaboration in public health policymaking in three European countries. BMC Public Health, 17(1), 961. doi:10.1186/s12889-017-4963-7
10. TsjallingSwierstra, D. S. a. M. B. (2009). Exploring Techno-Moral Change: The Case of the Obesity Pill. Netherlands: Springer Science +Business Media B.V.

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

CO1	Demonstrate understanding of Social Lab theory and its relevance to MSW practice.	L1; L2
CO2	Apply stakeholder mapping and storytelling tools in field case analysis.	L3
CO3	Conduct normative evaluations using the Social Lab evaluation framework.	L4
CO4	Facilitate case and panel meetings with multiple stakeholder groups.	L5
CO5	Design phased, community-owned implementation plans.	L6
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

Mapping with programme outcomes

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

1-Low, 2-Medium, 3-Strong

FIRST YEAR	NON-MAJOR ELECTIVE COURSE-I	SEMESTER-II
COURSE CODE	SOFT SKILLS FOR PROFESSIONAL COMPETENCY	CREDITS: 2

Course Objectives:

The objectives of the course are

- to equip students with skills to effectively communicate in English
- to train students in interview skills, group discussions and presentation skills
- to expose students to important soft skills including computing and motivation
- to enrich vocabulary using various teaching techniques
- to enhance employability skills in students

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Role Play, Simulated Learning, Group Discussions, Presentation Practice, Guest Lectures, etc.

COURSE CONTENT

Unit I

Soft Skills – An Introduction: Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development. Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue. Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity; Meaning and Theories of Motivation; Enhancing Motivation Levels.

Unit II

Interpersonal Communication: Interpersonal relations; communication models, process and barriers; team communication; developing interpersonal relationships through effective communication; listening skills; essential formal writing skills; corporate communication styles – assertion, persuasion, negotiation. Public Speaking: Skills, Methods, Strategies and Essential tips for effective public speaking. Group Discussion: Importance, Planning, Elements, Skills assessed; Effectively disagreeing, Initiating, Summarizing and Attaining the Objective. Non-Verbal Communication: Importance and Elements; Body Language. Teamwork and Leadership Skills: Concept of Teams; Building effective teams; Concept of Leadership and honing Leadership skills.

Unit III

Interview Skills: Interviewer and Interviewee – in-depth perspectives. Before, During and After the Interview. Tips for Success. Presentation Skills: Types, Content, Audience Analysis, Essential Tips – Before, During and After, Overcoming Nervousness. Etiquette and Manners – Social and Business. Time Management – Concept, Essentials, Tips. Personality Development – Meaning, Nature, Features, Stages, Models; Learning Skills.

Unit IV

Decision-Making and Problem-Solving Skills: Meaning, Types and Models, Group and Ethical Decision Making, Problems and Dilemmas in application of these skills. Conflict Management: Conflict - Definition, Nature, Types and Causes; Methods of Conflict Resolution. Stress Management: Stress - Definition, Nature, Types, Symptoms and Causes; Stress Analysis Models and Impact of Stress; Measurement and Management of Stress. Leadership and Assertiveness Skills: A Good Leader; Leaders and Managers; Leadership Theories; Types of Leaders; Leadership Behaviour; Assertiveness Skills.

Unit V

Emotional Intelligence: Meaning, History, Features, Components, Intrapersonal and Management Excellence; Strategies to enhance Emotional Intelligence; Adaptability; Self Management, optimism, Calmness, Analysis, Self-motivation, critical thinking, logical reasoning, observation, Brain storming.

REFERENCE

1. Cournoyer, B. (2021). The Social Work Skills Workbook (8th ed.). Cengage Learning.
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3. Egan, G. (2021). The Skilled Helper: A Problem-Management and Opportunity-Development Approach (11th ed.). Cengage Learning.
4. Adams, R. (2021). Social Work Skills. Palgrave Macmillan.
5. Thompson, N. (2022). People Skills (5th ed.). Palgrave Macmillan.
6. Brown, B. (2021). Dare to Lead: Brave Work, Tough Conversations, Whole Hearts. Random House.
7. Maxwell, J. C. (2021). Developing the Leader Within You 2.0. HarperCollins.
8. Carnegie, D. (2020). How to Win Friends and Influence People. Simon & Schuster.
9. Covey, S. R. (2020). The 7 Habits of Highly Effective People. Simon & Schuster.
10. Shulman, L. (2021). Communication Skills in Social Work. Cengage Learning.

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

CO1	Understand the significance and essence of a wide range of soft skills and their importance in professional settings.	L1; L2
CO2	Apply soft skills in professional settings including communication, teamwork, and leadership.	L2; L3
CO3	Employ soft skills to improve interpersonal relationships through effective communication and conflict management.	L3; L4
CO4	Enhance employability skills including interview skills, presentation skills, and emotional intelligence.	L3; L4
CO5	Ensure workplace and career success through effective decision-making, stress management, and assertive behaviour.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE COURSE-VII SPECIALISATION	SEMESTER-III
COURSE CODE	RURAL COMMUNITY DEVELOPMENT	CREDITS:4

Course Objectives:

The objectives of the course are

- To enable students to understand rural realities
- To develop sensitivity and commitment to working with rural communities
- To impart knowledge about governmental and voluntary efforts towards rural community development
- To equip students with specific skills and techniques for working with rural communities.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits to Village Panchayats / Rural Development Offices, Invited Talks from Rural Development Officials / Social Workers, Case Studies, etc.

COURSE CONTENT

Unit I

Rural Community: Meaning, characteristics; types of villages; scope of studying the rural community and its relation to social work; rural social structure and constraints to rural development; rural organisation and rural development - school, co-operatives, village panchayat, youth club, women's club, self-help groups, etc.

Unit II

Community Development: Meaning, Definition, objectives, scope, principles, process, models; methods; earlier experiments in rural developments - Sriniketan experiment, Gurgaon experiment, Marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment, Gandhian constructive programmes; community development during post launching period: national extension services: concept, characteristics, philosophy, objectives, principles, approaches, and methods and limitations; approaches to rural community development: Tagore, Gandhi and C. Subramaniam, etc.

Unit III

Rural Development Administration: History, structure - central, state, district and block levels and functions; Panchayat Raj Institutions (PRI): origin & evolution; philosophy, new panchayat raj system - 73rd amendment and its salient features, structure of PRIs; powers of Gram Sabha; features of Tamil Nadu Panchayat Act, 1994; constitution of village panchayats, panchayat union and district panchayat; reservation for women SC/STs; Government of India Finance Commission, State Finance Commission; Rural Development Agencies: Council for Advancement of People's Action and Rural Technology (CAPART), National Institute of Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD), Regional Rural Banks (RRB), District Rural Development Agency (DRDA); Training of PRI functionaries; Recent Government Programmes; Asset-based Community Development.

Unit IV

Agriculture and Rural Development: Share of agriculture in the national income, agriculture as a source of livelihood, employment, raw materials, capital for development and manpower; Agrarian and land reforms, Green, White and Yellow revolution; Cooperatives and rural development. Rural Governance: Meaning, Structures, Organization and administration: Panchayat, Block, District, State and Nation. Role and Functions of functionaries. E-Governance in Rural Development. Rural Local Self Government: Democratic Decentralization and Panchayati Raj System. Balwant Rai Mehta Committee Report, Ashok Mehta Committee Report, 73rd Amendment of Constitution, Tamil Nadu Panchayat Raj Act, 1995. Programmes: National Rural Livelihood Mission (Aajeevika), MKSP, National Rural Health Mission. Contributions of NIRD, SIRD. Rural Banking: RBI, NABARD, RRB, Cooperatives, Agricultural Banks and other financial institutions.

Unit V

Rural Development Programmes and Contemporary Initiatives : Concept, Objectives, Implementation, issues and challenges in the context of Viksit Bharat@2047 and sustainable rural development. **National Programmes: Housing and Basic Amenities :** Pradhan Mantri Awaas Yojana – Gramin (PMAY–G), Jal Jeevan Mission (JJM), Saksham Anganwadi and POSHAN 2.0, Janani Suraksha Yojana, **Livelihood Promotion and Poverty Alleviation :** Deendayal Antyodaya Yojana – National Rural Livelihood Mission (DAY–NRLM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Social Assistance Programme (NSAP), Mission Antyodaya, **Skill Development, Entrepreneurship and Youth**

Empowerment : Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU–GKY), Pradhan Mantri MUDRA Yojana (PMMY), Prime Minister’s Employment Generation Programme (PMEGP), Youth Entrepreneurship Programmes, Digital India and Rural Digital Inclusion Programmes, **Rural Infrastructure and Connectivity :** Pradhan Mantri Gram Sadak Yojana (PMGSY), Shyama Prasad Mukherji Rurban Mission (SPMRM / RURBAN), **Rural Governance and Participatory Development :** Sansad Adarsh Gram Yojana (SAGY), Rashtriya Gram Swaraj Abhiyan (RGSA), **Sustainable Agriculture :** Watershed Development and Climate Resilient Rural Development Programmes, **Tamil Nadu Specific Programmes :** Tamil Nadu Mahalir Thittam, Anaithu Grama Anna Marumalarchi Thittam (AGAMT), Namakku Naame Thittam, Tamil Nadu State Rural Livelihood Mission (TNSRLM), Chief Minister’s Rural Roads Improvement Scheme, Naan Mudhalvan Scheme, Makkalai Thedi Maruthuvam, **Role of Social Workers and Voluntary Organizations in Rural Development Programmes** (critical analysis of implementation, convergence, social inclusion, gender dimensions, social audit and the role of social work intervention may be emphasized in all the above programmes)

REFERENCE

1. Chambers, R. (2020). Rural Development: Putting the Last First. Pearson Education.
2. Singh, K. (2021). Rural Development: Principles, Policies and Management. Sage Publications.
3. Desai, V. (2020). Rural Development in India: Past, Present and Future. Himalaya Publishing House.
4. Bordoloi, S. (2020). The Political Economy of Uneven Rural Development: Case of the Nonfarm Sector in Kerala, India. Palgrave Macmillan.
5. Majumdar, K. (2020). “Rural Transformation in India: Deagrarianization and the Transition from a Farming to Non-farming Economy.” Journal of Developing Societies, 36(2), 182–205.
6. Raina, R. S., & Das, K. (2020). Inclusive Innovation: Evidence and Options in Rural India. Springer.
7. World Bank. (2022). Rural Development Report 2022.
8. United Nations Development Programme (UNDP). (2023). Human Development Report.
9. Arya, V., Balutia, A., Chhatre, A., & Narain, N. (2026). Pathways to Rural Prosperity: Livelihood Interventions and Transformation in India. Routledge.
10. Salvati, L. (Ed.). (2026). Rethinking Rural: Data-Driven Approaches for Sustainable Development. Elsevier.

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

CO1	Describe the conceptual framework related to Rural Community Development and rural social structure.	L1; L2
CO2	Deliberate on basic concepts of Rural Community development and earlier experiments in rural development.	L2; L3
CO3	Classify the needs and significance of Rural Community development and Panchayati Raj institutions.	L3; L4
CO4	Analyze the policies and programmes of Rural Community Development including MGNREGA and related schemes.	L4; L5
CO5	Apply familiarity with legislative provisions related to rural Community Development and e-governance initiatives.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VII SPECIALISATION	SEMESTER-III
COURSE CODE	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To enable students to gain knowledge on management theories and their application
- To enlighten students on human resource management
- To inform students about human resource functions and conceptual models
- To educate on the effective application of HRM processes in Industry
- To enlighten students about industrial social work

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Industrial Visits, Guest Lectures from HR Professionals, Experiential Learning, etc.

COURSE CONTENT

Unit -1

Introduction to HRM: Concepts, principles and approaches, functions, History of HRM, Role of HR Executives, Challenges of Human Resource Management. Human Resource Management at Work: Line vs. Staff Authority, Globalization and its impact on HR, IT Systems and HR, Job Analysis and Design. Modern Management Techniques: Job rotation, Job enlargement, Job enrichment, and Competency mapping.

Unit - II

Human Resource Planning (HRP): Definition, need and importance, Process of HRP, Levels and Types, forecasting demand for employees, forecasting supply for employees supply and demand considerations. Recruitment Process: Definition and Concept, factors affecting recruitment, sources of recruitment, Information Technology and HR Recruiting on the net, methods and techniques of recruitment and Recruitment Policies. Selection Process: elements of selection process, steps in the selection procedure, various types of tests, selection Interview: methods and process (including reference check and medical examination), placement and induction.

Unit – III

Performance Management and Appraisal : Concept - objectives of performance appraisal, the appraisal process, traditional and modern methods (including MBO, 360 degree, Assessment Centre, Balance Scorecard, etc.), Appraisers: Manager/supervisor, Self, Subordinate, Peer, Team and Customer-Pitfalls in Performance Appraisal, Performance Management Overview; Defining and Planning Performance.

Unit- IV

Compensation Management: Objectives, methods of Job evaluation, Factors determining compensation and pay rates, Current trends in compensation, Pricing managerial and professional jobs. Wage and Salary Administration: Nature and Purpose Minimum Wage, Fair Wage, Living Wage, Basic Wage Plans, elements of a good wage plan, national wage policy. Rewards and Incentives, Long and Short-term Plans,- Requisite Guidelines for Effective Incentive Plans, employee stock ownership plans.

Unit V

Human Resource Development : HRD: concept, objectives, process, and mechanism, principles in designing HRD system, HRD at different levels, HR Information System. Employee Training and Management Development, meaning, need, importance, Concept of learning, training, Workers Education Scheme. distinction between training and development, types of training and development, training need analysis, systematic approach to training and development. Talent Management, HR Interventions, People Capability Maturity Model (PCMM): meaning, objectives, levels, process areas.

References

1. Armstrong, M. (2006). A handbook of human resource management practice. Kogan Page Publishers.
2. Armstrong, M., & Taylor, S. (2014). Armstrong's handbook of human resource management practice. Kogan Page Publishers.
3. Cascio, W. (2018). Managing human resources. McGraw-Hill Education.
4. Decenzo, D. A., & Robbins, S. P. (1988). Personal and Human Resource Management. Prentice Hall of India.
5. Dessler, G., & AlAriss, A. (2005). Human Resource Management: Strategic Human Resource Management and the HR Scorecard. Prentice-Hall, India
6. Gueutal, H. G., & Stone, D. L. (2006). The brave new world of eHR. John Wiley & Sons.
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8. Memoria C.B., (1985). Personnel management, Himalaya Pub., New Delhi.
9. Michael R Camell, Nobert F Elbert & Robert D Hatfield Human Resource Management - Prentice-Hall, India
10. Monappa A. & Saiyadail, (1979). Personnel Management, Tata McGraw Hill, New Delhi.
11. Pareek Udai & Rao T.V, (1982), Designing and Managing Human Resources, Oxford & IBH, New Delhi.
12. Puranik M.V., (1988), Human Resource Development in research and development organisation, Rawat Pub., Jaipur
13. Rao T.V., (1990), HRD Missionary, Oxford & IBH, New Delhi. Agarwal Yash, 1988, Education and HRD (Emerging challenges in the regional context), Common Wealth Pub., New Delhi.

14. Roy, Anindya Basu and Ray, Sumati. (2019). Competency-Based Human Resource Management, Sage Publication, New Delhi.
15. Sherman, A. W., & Bohlander, G. W. (1998). Managing human resources. South Western Educational Publishing.
16. Sing P.N., (1993), Developing and managing Human Resources, Scuh and rapub. , Bombay.
17. Stevens, G. E. (1996). Cases and exercises in human resource management. McGraw-Hill/Irwin.
18. Tamarajakshi R., (1988). Human Resource in Asian countries - An integrated approach – ILO Asian employment programme, New Delhi.
19. Wilton, Nick (2012). An Introduction to Human Resource Management, Sage Publications, New Delhi.

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

CO1	Develop an ability to undertake qualitative and quantitative research on HRM issues.	L1; L2
CO2	Apply knowledge about management theories and HRM functions to organizational contexts.	L2; L3
CO3	Identify and apply new ideas, methods and ways of thinking in human resource management.	L3; L4
CO4	Demonstrate competence in communicating and exchanging ideas in HRM related group contexts.	L3; L4
CO5	Evaluate HRM-related social, cultural, ethical and environmental responsibilities and issues in a global context.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VII SPECIALISATION	SEMESTER-III
COURSE CODE	MEDICAL SOCIAL WORK	CREDITS: 4

Course Objectives:

The objectives of the course are

- To introduce students to the concept of medical social work and related aspects
- To inform students about the Psychological, Social and economic implications of illness and disability
- To enlighten about hospitals as a formal Organisation.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Hospital Field Visits, Invited Talks / Guest Lectures / Webinars, Case Studies, Experiential Learning, etc.

COURSE CONTENT

Unit I

Medical Social Work: Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice.

Unit II

Psychological, Social and Economic Implications of Illness and Disability: For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary teamwork: need, importance, and principles; role of social worker as a member of the team.

Unit III

The Hospital as a Formal Organization: Its goals, technology, structure and functions, departments, administrative procedures, implications of mobilization for the patient and his family; medical social work department: staffing, mobilization and functions; extension services; public relations.

Unit IV

Impairment, Disability and Handicap: Causes, types and classification of physical handicaps: orthopedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilization, and follow-up.

Unit V

Specific Needs and Problems of Patients and Their Families: Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, STD clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals; training of the volunteers to work with the chronically ill in the community; special focus on rural/tribal areas.

REFERENCE

1. Gehlert, S., & Browne, T. A. (2020). Handbook of Health Social Work (3rd ed.). Wiley.
2. Upadhyay, R. K. (2020). Medical and Psychiatric Social Work. Omega Publications.
3. Craig, S. L., & Muskat, B. (2021). Social Work in Health Settings: Practice, Policy and Research. Routledge.
4. Dhoooper, S. S. (2021). Social Work in Health Care: Its Past and Future. Sage Publications.
5. Judd, R. G., & Sheffield, S. (2020). Hospital Social Work: Contemporary Roles and Professional Activities. Routledge.
6. World Health Organization. (2022). World Mental Health Report: Transforming Mental Health for All.
7. National Association of Social Workers (NASW). (2021). Standards for Social Work Practice in Health Care Settings.
8. Keefe, R. H. (2020). Health Care Social Work: A Practical Guide. Springer Publishing.
9. NIMHANS. (2023). Guidelines for Psychosocial Care and Rehabilitation.
10. Allen, S., & Spitzer, W. (2021). Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends. Springer.

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

CO1	Understand the concepts, nature, scope and historical development of Medical Social Work.	L1; L2
CO2	Awareness of the emerging trends in the field of medical social work and psychosocial implications of illness.	L2; L3
CO3	Apply medical social work practices in clinical settings including multidisciplinary teamwork.	L3; L4
CO4	Understand the psychosocial factors that affect the health of individuals, families, and communities.	L3; L4
CO5	Classify the different types of disabilities and evaluate policies, legislations and programmes related to health.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VIII SPECIALISATION	SEMESTER-III
COURSE CODE	TRIBAL DEVELOPMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To enable students to understand the unique nature of tribal culture
- To develop sensitivity and commitment for working with the tribal community
- To provide knowledge on the government and voluntary efforts towards tribal development
- To equip students with specific skills and techniques for working with tribal communities

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits to Tribal Areas, Invited Talks from Tribal Community Leaders / Social Workers, Case Studies, etc.

COURSE CONTENT

Unit I

Tribes: Definition, concept, types, characteristics of the tribal community; nomadic and de-notified tribes; history of Indian tribes and tribes in Tamil Nadu; regional distribution of tribes and Nehru's Anshel principles of tribes.

Unit II

Social System of Tribes: Socio-economic Conditions, Animism, Totemism, cultural and religious aspects; status of women: dress, food, & marriage - polygamy, polyandry, dormitory marriage; status of children; language, tribal leadership and political participation - local, state, and national levels.

Unit III

Tribal Development Administration: Administrative structure at central, state, and district levels; hill development councils; Tribal Co-operatives, Functions of tribal development blocks/agencies; constitutional provisions for the protection of tribes; research and training in tribal development, role of voluntary agencies in tribal development, Functions of Ministry of Tribal Affairs.

Unit IV

Problems of Tribes: Child marriage, poverty, ill-health, illiteracy, sexually transmitted diseases and acquired immune deficiency syndrome, exploitation and atrocities on tribes; immigration and its related problems; lack of infrastructure facilities and amenities; tribal resettlement and rehabilitation and its related problems; tribal movements and tribal revolt, problems in the implementation of tribal development programmes, Livelihood issues, eviction, Forest dwellers' rights, Tribal displacement.

Unit V

Tribal Development Programmes : Concept, Objectives, Implementation, issues and challenges in the context of Viksit Bharat@2047, inclusive development and tribal empowerment. **Major Programmes :** Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN), Dharti AabaJanjatiya Gram Utkarsh Abhiyan, Eklavya Model Residential Schools (EMRS), Pradhan Mantri Adi Adarsh Gram Yojana (PMAAGY), Forest Rights Act (FRA), 2006, Van Dhan Vikas Kendra Scheme (VDVK), TRIFED (Tribal Cooperative Marketing Development Federation of India), National Scheduled Tribes Finance and Development Corporation (NSTFDC), MUDRA Loan, Skill India and Tribal Youth Entrepreneurship Programmes, **Tamil Nadu Specific Programmes :** Tribal Sub-Plan (TSP), Integrated Tribal Development Programme (ITDP), TAHDCO Economic Development Schemes, Residential Schools and Hostels for Tribal Students, Minor Forest Produce Development Programme, Eklavya Model Residential Schools (EMRS) - Tamil Nadu, Naan Mudhalvan Scheme for Tribal Youth, Tribal Welfare Hostels and Educational Support Schemes, **Role of Social Workers and Voluntary organizations in Tribal Development Programmes,** Application of social work methods in tribal development .(critical analysis of implementation, convergence, social inclusion, gender dimensions, social audit and the role of social work intervention may be emphasized in all the above programmes).

REFERENCE

1. Xaxa, V. (2021). State, Society, and Tribes: Issues in Post-Colonial India. Pearson Education.
2. Behera, D. K. (2020). Tribal Development in India: The Contemporary Debate. Concept Publishing Company.
3. Pati, R. N. (2021). Tribal Welfare and Development in India. APH Publishing.
4. Ministry of Tribal Affairs, Government of India. (2023). Annual Report 2022–23.

5. Baviskar, A. (2020). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford University Press.
6. Xaxa, V. (2020). Tribes and Social Exclusion in India. Rawat Publications.
7. United Nations. (2022). State of the World's Indigenous Peoples Report.
8. Mohanty, B. B. (2021). Tribal Development, Governance and Empowerment. Sage Publications.
9. UNICEF India. (2021). Tribal Children and Social Inclusion Report.
10. World Bank. (2022). Indigenous Peoples and Inclusive Development Report

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

CO1	Describe the nature, types of tribal communities and legislations for the welfare of tribal communities.	L1; L2
CO2	Understand the social system, economic conditions, and cultural aspects of tribal communities.	L2; L3
CO3	Analyse the Tribal Development Administration structure and constitutional provisions for the protection of tribes.	L3; L4
CO4	Examine the problems faced by tribal communities and intervention strategies for tribal development.	L3; L4
CO5	Apply social work methods in tribal development programmes and evaluate the role of voluntary organizations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VIII SPECIALISATION	SEMESTER-III
COURSE CODE	LABOUR LEGISLATION	CREDITS: 4

Course Objectives:

The objectives of the course are

- To impart knowledge on the issue of labour welfare
- To inform students about the different laws for employment, welfare, wage and salary procedure in an Industry
- To enlighten students about social security legislation
- To highlight the issue of industrial conflict

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Guest Lectures from Labour Law Practitioners / HR Professionals, Moot Court Exercises, etc.

COURSE CONTENT

Unit I

Labour Welfare: Concept, scope, principles, theories, origin and growth of labour welfare in India; types of welfare; labour problems: absenteeism, addiction, indebtedness, family distress and social work intervention; labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker's education. Labour Welfare Officer: status, role, duties and functions. Labour Code – meaning, New Labour Rule & Changes in New Labour Codes.

Unit II

Labour Legislations in India: Factories Act 1948; The Plantation Labour Act 1951; Indian Mines Act 1952; Apprentices Act 1961. Labour Relations Legislation: The Trade Union Act 1926; Tamil Nadu Shops and Establishment Act 1947; Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1951; The Occupational Safety, Health & Working Conditions Code, 2020 (Salient features only).

Unit III

Employment Legislations: Industrial Dispute Act-1947; The Industrial Employment (Standing Orders) Act-1946; The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act-1979; The Contract Labour (Regulation and Abolition) Act 1970; The Industrial Relations Code (Salient features only).

Unit IV

Social Security Legislations: Workmen's Compensation Act 1923; Employees' State Insurance Act 1948; Employee's Provident Fund Act 1952, including the Pension Scheme 1995; The Maternity Benefit Act 1961; Payment of Gratuity Act 1972; The Code on Social Security, 2020 (Salient features only).

Unit V

Wage Legislations: The Payment of Wages Act, 1936; The Minimum Wages Act 1948; The Payment of Bonus Act 1965; The Equal Remuneration Act, 1976; The Tamil Nadu Payment of Subsistence Allowance Act and case laws; The Code on Wages, 2019 (Salient features only).

REFERENCE

1. Sharma, A. M. (2020). Aspects of Labour Welfare and Social Security. Himalaya Publishing House.
2. Punekar, S. D., Deodhar, S. B., & Sankaran, S. (2021). Labour Welfare, Trade Unionism and Industrial Relations. Himalaya Publishing House.
3. Mamoria, C. B., & Mamoria, S. (2020). Dynamics of Industrial Relations in India. Himalaya Publishing House.
4. Monappa, A. (2021). Industrial Relations and Labour Laws. Tata McGraw Hill.
5. Venkata Ratnam, C. S. (2020). Industrial Relations. Oxford University Press.
6. Government of India, Ministry of Labour and Employment. (2023). Labour and Employment Annual Report.
7. International Labour Organization (ILO). (2022). World Employment and Social Outlook Report.
8. Srivastava, S. C. (2021). Industrial Relations and Labour Laws. Vikas Publishing House.
9. Rao, P. L. (2020). Labour Welfare and Social Security. Excel Books.
10. Dessler, G. (2021). Human Resource Management (16th ed.). Pearson Education.

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

CO1	Understand various statutory and non-statutory welfare measures prevailing in Indian Industries.	L1; L2
CO2	Identify and analyse various labour legislations in India including the new Labour Codes.	L2; L3
CO3	Examine employment legislation and its application in resolving industrial disputes.	L3; L4
CO4	Evaluate the various social security legislations and their implications for workers.	L4; L5
CO5	Apply knowledge of wage legislations and the Code on Wages to real industrial situations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VIII SPECIALISATION	SEMESTER-III
COURSE CODE	MENTAL HEALTH	CREDITS: 4

Course Objectives:

The objectives of the course are

- To give knowledge about the concept and origin of psychiatry as a special field
- To orient students about various aspects of psychiatric illness
- To impart knowledge about the assessment of psychiatric illness
- To foster skills to mitigate and manage illness through intervention

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits, Invited guest speakers / practitioner - discussion and interaction.

COURSE CONTENT

Unit I

Mental Health, Mental Illness and Mental Disorders: Concept, Attitude and beliefs pertaining to Mental illness in ancient, Medieval and Modern times. Concept of Normality and Abnormality.

Unit II

Neuroses and Psychoses: Symptoms, Etiology, diagnosis, Prognosis and management of: a) Neuroses - Anxiety States, Depressive reaction, Obsessive-compulsive reaction, Convulsive disorder, Phobic reaction, Hypochondrias; b) Psychosis - Functional, Affective disorders, Organic disorders. Psychiatric assessment; interviewing – Case history taking and mental status examination, psychosocial and multidimensional assessment of mental disorders in psychiatric social work and psychosocial diagnosis.

Unit III

Psychiatric Illness: Symptoms, causes of Neuroses, Psychoses, cultural bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence and suicide. Childhood disorders, scholastic backwardness – attention deficit disorders – Learning disorders. Specific Mental Health problems among children, adolescents, women, workers, and elderly. Mental disorders: Mental retardation, Definition, classification, clinical types and causes. Cerebral palsy. Epilepsy: Definition, types, causes, Management. National Trust Act 1982, National Mental Health India 1987.

Unit IV

Symptoms, Etiology, Diagnosis, Prognosis and Management: a) Psychosomatic disorder; b) Personality disorder - alcoholism, Substance abuse, anti-social Behaviour, Sexual disorder, deviations; c) Psychiatric problems among children and adolescents; d) Epilepsy; e) Mental retardation. Mental Health Care system – policies and programmes in India. Critical Review of existing policies and legislations.

Unit V

Classification and Community Psychiatry: Classification of mental illness and policies, DSM IV, ICD 10, ICF, FIC, National Trust Act 1982, National Mental Health India 1987. Community psychiatry - History, Principles and Practices. Primary, Secondary and Tertiary Prevention. Mental Health Act - Its implication to Professional Social Work, District Mental Health Programme - History, importance and Applications. Role of social workers in specialized mental health institutions, stress and crisis intervention centres.

REFERENCE

1. World Health Organization. (2022). World Mental Health Report: Transforming Mental Health for All.
2. Varcarolis, E. M. (2021). Foundations of Psychiatric Mental Health Nursing (9th ed.). Elsevier.
3. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2021). Kaplan and Sadock's Synopsis of Psychiatry (12th ed.). Wolters Kluwer.
4. Stuart, G. W. (2021). Principles and Practice of Psychiatric Nursing (11th ed.). Elsevier.
5. Townsend, M. C., & Morgan, K. I. (2021). Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice (10th ed.). F.A. Davis.
6. Patel, V., Minas, H., Cohen, A., & Prince, M. (2022). Global Mental Health: Principles and Practice. Oxford University Press.
7. National Institute of Mental Health and Neuro Sciences (NIMHANS). (2023). Mental Health Care and Rehabilitation Guidelines.
8. American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR. APA Publishing.
9. National Association of Social Workers (NASW). (2021). Standards for Clinical Social Work in Social Work Practice.
10. Corey, G. (2021). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.

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

CO1	Identify and define basic terms and concepts related to mental health, mental illness and mental disorders.	L1; L2
CO2	Outline the scientific methods of mental health counselling and psychiatric assessment.	L2; L3
CO3	Understand the mental health issues and problems of various populations including children, women and elderly.	L3; L4
CO4	Aware of various aspects of psychiatric illness including classification, diagnosis and management.	L3; L4
CO5	Skillful in mitigating and managing psychiatric illness through appropriate social work intervention.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE COURSE - IX	SEMESTER - 3
COURSE CODE	FIELD WORK PRACTICUM -III	CREDITS - 4

Course Objectives:

The course is designed to facilitate specialization-based field exposure to takers. Fieldwork placements are arranged accordingly in Clinical and Psychiatric Settings, Industries, Corporate, NGOs, and Governmental Projects. The trainees so placed gain hands-on experience and the nuances of social work practicum in these different settings.

The main objectives of this course are to:

- Facilitate Social Work Trainees and be exposed to social issues related to their fields of specialization.
- Gain Knowledge of Social Work Practice in Professional Social Welfare Agencies/Beneficiary Organizations
- Develop a practical understanding needs/challenges of people in their fieldwork agencies
- Apply social work methods and techniques in their field of specialization
- Uphold the Ethics and Values of the Social Work Profession in their fields of specialization

A. Standard Operating Procedures (SOPs)

a. **Timing** The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.

b. **Availability:** The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.

c. **Required Number of Days and Hours:** The trainees are expected to fulfil a minimum of 30 days which may be for a duration of 8 to 12 weeks on a concurrent basis where the trainees are expected to report on Tuesdays, Thursdays and Saturdays.

d. **Dress Code:** Only formal dress will be allowed

e. **Attendance:** 100% attendance in field work is compulsory for successful completion and getting pass. A trainee should report and work on the timings of the agency regularly, as mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee, they can be called on holidays

B. Reporting and Documentation: Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C.Mentoring & Guidance by the Agency Supervisor: The Agencies would a staff or administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee

D.Individual Conference with the Faculty Advisor: The trainee will be provided with a timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provided is about an hour. They are expected to submit written records of work done and the faculty supervisor is expected to enter comments before the conference.

E.FIELD WORK REPORT

A fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

a)Purpose of the visit: The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

b)Observation: The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing on the object/subject of intervention. The scope of inference must be problem-specific.

c)Content: All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitutes the content.

d)Impression: This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regard to his client/employee /member of the Community and the overall intervention process.

e)Trainee's role: The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

f)Next plan of action: The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

Field Work Components

- Concurrent Fieldwork (Specialization orientated)
- Total no of field practicum hours 195 hours
- (26 Days) 2 days a week – workload 7½ hrs./day

Department Requirements in Field Work

- Case Work with 3 Clients
- Group Work with 2 Groups
- One Field Programme (All the students of all specializations should organise at least **one Awareness programme / Training / Capacity Building/Workshop, etc. by each student individually** in their respective fields of specializations).

Note: Field Work Programme are to be conducted in theCommunity/Colleges/Schools/Any Agencies/Hospitals/Industries (Rural/Urban Areas within Tiruchirappalli District limit)

Objectives

- Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice.
- Field Practicum Seminars
- Objectives may be in accordance with the specific specialization.
- Viva voce (internal to be conducted before the commencement of the University Examinations).

ASSESSMENT

Internal – 70 Marks

Agency Supervisor Evaluation	- 20 marks
Evaluation of Field Work Reports	- 10 marks
Case work and Group Work Practice	- 10 marks
CO Programme	- 10 marks
Activities	- 10 marks
Field Work Records	- 10 marks
Total	- 70 marks

External – 30 Marks

Viva Voce - 30

1.Theoretical Knowledge	- 10 marks
2.Practice Skills	- 10 marks
3.Mobilising Resources	- 5 marks
4.Communication and Presentation	- 5 marks
Total	- 30 marks

COURSE OUTCOME

After successful completion of this course, the Social Work trainees will be able to attend the following tasks in an enhanced professional manner:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.
- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.
- Create awareness by educating, advocating, and concentrating on conscientizing the society to utilize available human and materials resources effectively.
- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.
- Help in rural transformation by making rural life more meaningful to the people by helping them to achieve self-reliance.

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER-III
COURSE CODE	DISASTER MANAGEMENT	CREDITS -4

Course Objectives:

The objectives of the course are

- To introduce students to the concepts and vocabulary of disaster management
- To develop understanding of disaster management frameworks in India and globally
- To equip students with skills in hazard analysis and disaster risk reduction
- To enable students to plan and participate in response and recovery operations

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Field Simulations, Brain Storming, Assignment, Seminar, Guest Lectures from Disaster Management Officials / NDRF Personnel, GIS Lab Sessions, Community Risk Mapping Exercises, etc.

COURSE CONTENT

Unit I

Introduction to Disaster Management: Definitions and concepts of Hazard, Vulnerability, Risk, Resilience. Concept of Disaster Management Cycle – Response, Recovery, Mitigation and Preparedness. Introduction to Various Hazards both Natural and Man-Made Hazards – Earthquakes, Cyclones, Droughts, Floods, Volcanoes, Coastal Hazards, Landslides, Forest Fires, Industrial Accidents, Biological Disasters, etc. Climate Change, Global Warming.

Unit II

Disaster Management in India: Hazard and vulnerability profile of India. Disaster Management Act 2005. National Disaster Mitigation and Management Guideline. National Policy on Disaster Management 2009. NDMA guidelines on Cyclones specifically, besides earthquakes, floods, urban floods, information systems, communication systems, etc. Introduction to State Disaster Management Authorities. Disaster Management in the World Scenario: Role of UNDRR, Role of UNISDR.

Unit III

Hazard Analysis: Estimation of potential causes, characteristics and impact of Hazards. Geological Processes leading to natural hazards. Multi-Hazard Assessment. Short term and Long Term Prediction. Early warning system for different hazards. Risk Analysis for Individuals, communities. Role of Remote Sensing & GIS in Disaster Management and its applications. Case Studies.

Unit IV

Disaster Risk Reduction (DRR): Assessing Vulnerabilities, Risk Assessment, Preparation of Exposure and Risk Database. Prevention and mitigation strategies for DRR. Framework of Disaster Risk Reduction. Capacity Building Measures, Community Participation. Contemporary studies and work towards disaster risk reduction. Disaster Risk Reduction Plan.

Unit V

Response and Recovery Operations: Role of NDRF, Training of personnel, equipment necessary, public awareness creation. Mass Casualty Management: agencies involved in mass casualty management, Qualification and Duties of professionals, Response policy. Case Studies.

REFERENCE

1. Coppola, D. P. (2021). Introduction to International Disaster Management (4th ed.). Butterworth-Heinemann.
2. Singh, R. B. (2020). Disaster Management: Global Challenges and Local Solutions. Springer.
3. World Health Organization. (2021). Health Emergency and Disaster Risk Management Framework.
4. United Nations Office for Disaster Risk Reduction (UNDRR). (2022). Global Assessment Report on Disaster Risk Reduction.
5. Kapur, A. (2020). Vulnerable India: A Geographical Study of Disasters. Sage Publications.
6. Government of India, National Disaster Management Authority (NDMA). (2023). National Disaster Management Plan.
7. Wisner, B., Gaillard, J. C., & Kelman, I. (2021). Handbook of Hazards and Disaster Risk Reduction. Routledge.
8. Tierney, K. (2020). Disasters: A Sociological Approach. Polity Press.
9. Dominelli, L. (2021). Social Work in Disaster Situations. Polity Press.
10. IFRC. (2022). World Disasters Report 2022.

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

CO1	Summarize the vocabulary of disasters and explain about natural and manmade disasters and their impacts.	L1; L2
CO2	Understand the Disaster Management framework in India including the Disaster Management Act 2005 and national policies.	L2; L3
CO3	Analyse hazards, estimate their potential causes, characteristics and impact using multi-hazard assessment tools.	L3; L4
CO4	Evaluate disaster risk reduction strategies, vulnerability assessments and capacity building measures.	L4; L5
CO5	Apply knowledge of response and recovery operations including mass casualty management and community preparedness.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER- III
COURSE CODE	CORPORATE SOCIAL RESPONSIBILITY	CREDITS - 4

Course Objectives:

The objective of the course are

- To facilitate students to gain in-depth knowledge in the concepts and models of Corporate Social Responsibility (CSR)
- To impart knowledge on provisions of Companies Act 2013 related to CSR in India
- To enable students to examine the development of CSR and understand the international framework of CSR and its major drivers.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Case Studies, Brain Storming, Assignment, Seminar, Industry Visits, Guest Lectures from CSR Professionals / Corporate Representatives, Policy Analysis Exercises, etc.

COURSE CONTENT

Unit I

Introduction to CSR: Meaning and Definition. History of CSR. Concepts of Charity, Corporate philanthropy, Corporate Citizenship. Sustainability and Stakeholder Management. CSR through triple bottom line and Sustainable Business. Relation between CSR and Corporate governance. Environmental aspect of CSR. Chronological evolution and Models of CSR in India. Carroll's model. Major codes on CSR Initiatives in India.

Unit II

International Framework for Corporate Social Responsibility: Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs). Relationship between CSR and MDGs. United Nations (UN) Global Compact 2011. UN guiding principles on business and human rights. OECD CSR policy tool. ILO tri-partite declaration of principles on multinational enterprises and social policy.

Unit III

CSR Legislation in India: Section 135 of Companies Act 2013. Scope for CSR Activities under Schedule VII. Appointment of Independent Directors on the Board. Computation of Net Profit. Implementing Process in India.

Unit IV

The Drivers of CSR in India: Market based pressure and incentives. Civil society pressure. The regulatory environment in India. Counter trends. Review of current trends and opportunities in CSR. Review of successful corporate initiatives and challenges of CSR.

Unit V

Identifying Key Stakeholders of CSR: Role of Public Sector in Corporate. Government programs. Nonprofit and Local Self Governance in implementing CSR. Global Compact Self-Assessment Tool. National Voluntary Guidelines by Government of India. Roles and responsibilities of corporate foundations.

REFERENCE

1. Kotler, P., & Lee, N. (2021). Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause. Wiley.
2. Crowther, D., & Seifi, S. (2020). Corporate Social Responsibility and Corporate Governance. Springer.
3. Blowfield, M., & Murray, A. (2021). Corporate Responsibility (4th ed.). Oxford University Press.
4. Crane, A., Matten, D., Glozer, S., & Spence, L. (2021). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization. Oxford University Press.
5. Sharma, J. P. (2020). Corporate Governance, Business Ethics and CSR. Ane Books.
6. Government of India, Ministry of Corporate Affairs. (2023). National Guidelines on Responsible Business Conduct.
7. United Nations Global Compact. (2022). Corporate Sustainability Report.
8. Visser, W. (2021). The Age of Responsibility: CSR 2.0 and the New DNA of Business. Wiley.
9. Chandler, D. (2020). Strategic Corporate Social Responsibility. Sage Publications.
10. ISO. (2021). ISO 26000: Guidance on Social Responsibility.

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

CO1	Understand the meaning, definition, history and models of CSR and its relation to corporate governance.	L1; L2
CO2	Analyse the International Framework for CSR including MDGs, SDGs, UN Global Compact, and OECD guidelines.	L2; L3
CO3	Examine CSR legislation in India including Section 135 of Companies Act 2013 and its implementation process.	L3; L4
CO4	Evaluate the drivers of CSR in India including market pressures, civil society and regulatory environment.	L4; L5
CO5	Identify and assess the roles of key stakeholders in CSR including public sector, NGOs and corporate foundations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	GENERIC ELECTIVE COURSE	SEMESTER- 3
COURSE CODE	COUNSELLING IN SOCIAL WORK	CREDITS - 3

Course Objectives:

The objectives of the course are

- To introduce students to the foundations and process of counselling
- To develop understanding of counselling skills and techniques
- To familiarize students with major counselling approaches and models
- To enable students to apply counselling skills in various social work settings including family, health, educational, workplace and community contexts

Pedagogical Methods Adopted:

Lectures, Role Play, Simulated Counselling Sessions, Video Analysis, Case Studies, Reflective Journaling, Group Discussions, Brain Storming, Assignment, Seminar, Guest Lectures from Clinical Social Workers / Counsellors, etc.

COURSE CONTENT

Unit I

Counselling Foundations: Definition of Counselling and objectives. Types of counseling (concepts only): Crisis Intervention, Preventive, Problem-solving, Family Counselling, Group Therapy. Concepts of Guidance, Psychotherapy and Psychiatry. Values, Principles and Ethics of Counselling.

Unit II

Counselling Process: A. Relationship Building – Empathy, Unconditional positive regard, Genuineness, Respect. B. Assessment – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation – checklists and rating scales; Self-reporting – Questionnaires, personal essays, journals. C. Goal Setting: S.M.A.R.T. Goals, Process and Outcome Goals. D. Interventions: Affective, Cognitive, Behavioural and Interpersonal. E. Termination and Follow-up.

Unit III

Counselling Skills and Techniques: Active Listening, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying. Interviewing skills – Questioning, Probing. Verbal & Non-verbal communication. Self-disclosure.

Unit IV

Counselling Approaches and Models: Counselling models: Psychodynamic Approaches, Cognitive-Behavioural Approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan's Model, Eclectic Model. Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision.

Unit V

Counselling in Different Settings: Family: Marital, Family counselling, Life style Counselling. Health Setting: Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide. Educational Setting: School counselling, drop out counselling, delinquent counselling, career counselling, Counselling for social media addiction. Workplace Counselling: Employee and Employer counselling. Community Setting: Migrants, refugees, socially and economically disadvantaged and disaster.

REFERENCE

1. Corey, G. (2021). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.
2. Gladding, S. T. (2020). Counseling: A Comprehensive Profession (9th ed.). Pearson Education.
3. Egan, G. (2021). The Skilled Helper: A Problem-Management and Opportunity-Development Approach (11th ed.). Cengage Learning.
4. Gibson, R. L., & Mitchell, M. H. (2021). Introduction to Counseling and Guidance (8th ed.). Pearson.
5. Nelson-Jones, R. (2021). Basic Counselling Skills: A Helper's Manual (4th ed.). Sage Publications.
6. Capuzzi, D., & Stauffer, M. D. (2020). Counseling and Psychotherapy: Theories and Interventions (7th ed.). Wiley.
7. Sharf, R. S. (2020). Theories of Psychotherapy and Counseling: Concepts and Cases (6th ed.). Cengage Learning.

8. American Counseling Association. (2021). ACA Code of Ethics.
9. World Health Organization. (2022). Guidance on Mental Health and Psychosocial Support Services.
10. Cormier, S., Nurius, P. S., & Osborn, C. J. (2021). Interviewing and Change Strategies for Helpers (9th ed.). Brooks/Cole.

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

CO1	Define counselling, explain its objectives and distinguish it from related concepts like guidance and psychotherapy.	L1; L2
CO2	Understand the counselling process including relationship building, assessment, goal setting, intervention and termination.	L2; L3
CO3	Apply counselling skills and techniques including active listening, paraphrasing, confronting and interviewing skills.	L3; L4
CO4	Analyse and compare major counselling models and approaches including psychodynamic, cognitive-behavioural and humanistic.	L4; L5
CO5	Apply counselling knowledge in diverse settings including family, health, educational, workplace and community contexts.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	GENERIC ELECTIVE COURSE	SEMESTER- III
COURSE CODE	PUBLIC HEALTH	CREDITS - 3

Course Objectives:

The objectives of the course are

- To introduce students to the foundations of health and public health
- To develop understanding of health services and disease prevention in India
- To explore the inter-linkages between nutrition and disease
- To familiarize students with health policies and national health programmes
- To enable students to apply social work strategies in public health contexts

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Community Health Visits, Case Studies, Brain Storming, Assignment, Seminar, Guest Lectures from Public Health Professionals / Medical Social Workers, Health Camp Organization, etc.

COURSE CONTENT

Unit I

Foundations of Health and Public Health: Concept of health and disease; Concept of public health and related terminologies like Community health, Preventive and Social Medicine (PSM), Health management, etc. Historical development of public health, Internationalization. Basics of Epidemiology – Distribution, determinants and basic measures of health. Health Indicators. Health in developed and developing countries. Public health: Issues of Availability, Accessibility and Affordability.

Unit II

Health Services and Disease Prevention in India: Diseases of Public health importance; Concept of prevention, Levels of prevention. History, structure, function and organization of health services in India: Primary, Secondary and Tertiary healthcare. Experience of voluntary sector organizations in the implementation of health services in India. Job descriptions of various functionaries. Overview of the various National health programmes.

Unit III

Nutrition and Disease – Inter-linkages and Interventions: Relationship between Nutrition, Health and Development. Types of diseases: Communicable, Non-communicable, Nutrition deficiency diseases. Diseases that can be easily prevented or treated. Approaches for prevention and promotion of health, curative and rehabilitative services.

Unit IV

Health Policies and National Health Programs: Health Policies and Health planning – National Health Policy, National Rural Health Mission, Health policy analysis. National health programmes: National Leprosy Eradication Program, National Malaria & Filaria Control Programs, Revised National Tuberculosis Control Program, National Mental Health Program, Universal Immunization Program, National Tobacco Control Program, National Program for Control of Blindness, School Health Program, National Vector Borne Diseases Control Program, Prevention and Control of Non-Communicable Diseases Program, National Cancer Control Program – their implementation; advocacy and lobbying.

Unit V

Social Work Strategies in Public Health: Strategies and approaches in social work in public health. Health education and Behaviour change communication strategies. Counseling and referral. Community needs assessment. Community mobilization and organization. Rehabilitation. Health system restructuring and reform. Capacity building and training. Resource mobilization and application. National and International agencies of health.

REFERENCE

1. Schneider, M. J. (2021). Introduction to Public Health (6th ed.). Jones & Bartlett Learning.
2. Tulchinsky, T. H., & Varavikova, E. A. (2021). The New Public Health (4th ed.). Academic Press.
3. Detels, R., Gulliford, M., Karim, Q. A., & Tan, C. C. (2022). Oxford Textbook of Global Public Health (7th ed.). Oxford University Press.
4. World Health Organization. (2023). World Health Statistics 2023.
5. Turnock, B. J. (2021). Public Health: What It Is and How It Works (7th ed.). Jones & Bartlett Learning.
6. Stanhope, M., & Lancaster, J. (2020). Public Health Nursing: Population-Centered Health Care in the Community (10th ed.). Elsevier.

7. Park, K. (2021). Park's Textbook of Preventive and Social Medicine (26th ed.). Banarsidas Bhanot.
8. Government of India, Ministry of Health and Family Welfare. (2023). National Health Policy and Annual Report.
9. World Health Organization. (2022). Primary Health Care and Universal Health Coverage Report.
10. UNICEF. (2021). State of the World's Children: Public Health and Child Wellbeing.

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

CO1	Understand the concept of health and disease, historical development of public health and basics of epidemiology.	L1; L2
CO2	Identify diseases of public health importance and explain the structure and function of health services in India.	L2; L3
CO3	Analyse the relationship between nutrition, health and development and approaches for prevention and promotion of health.	L3; L4
CO4	Evaluate health policies and national health programmes and their implementation in the Indian context.	L4; L5
CO5	Apply social work strategies including community mobilization, health education, and advocacy in public health settings.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	NON-MAJOR ELECTIVE COURSE-II	SEMESTER-III
COURSE CODE	LIFE SKILLS EDUCATION	CREDITS: 2

Course Objectives:

The objectives of the course are

- To create and impart to the students the significance of life skills
- To prepare students to evolve mental models for core life skills and negotiation skills
- To improve their thinking and problem-solving abilities
- To make students reflect and improve their emotions and cope with stress
- To inculcate the application of life skills among the students

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Assignment, Seminar, Field Practice, Invited guest speakers / practitioners – discussion and interaction, Role Play, Reflective Exercises, Group Activities, etc.

COURSE CONTENT

Unit I

Introduction: Definition and Importance of Life Skills. Livelihood Skills, Survival Skills and Life Skills. Life Skills Education, Life Skills Approach, Life Skills Based Education. Life Skills Training – Implementation Models: Generic, Problem Specific and Area Specific Skills.

Unit II

Core Life Skills – Social and Negotiation Skills: Social Skills: Self Awareness and Empathy. Self-Awareness: Definition, Importance. Empathy: Definition, Importance. Negotiation Skills: Effective Communication and Interpersonal Relationship. Effective Communication: Definition, Functions, Barriers. Interpersonal Relationship: Definition, Factors Affecting Relationship.

Unit III

Core Life Skills – Thinking: Thinking Skills: Creative Thinking, Critical Thinking, Problem Solving & Decision Making. Creative and Critical Thinking: Definition, Stages. Problem-Solving: Definition, Steps in Problem Solving. Decision Making: Definition, Consequences of Decision Making.

Unit IV

Coping Skills: Coping with Emotions and Stress. Coping with Emotions: Definition, Types, Coping Strategies. Coping with Stress: Definition, Sources of Stress, Coping Strategies.

Unit V

Application of Life Skills: Internalizing Life Skills: Process. Life Skills Work in Combination: Thinking skills, social skills, and Coping Skills. Life Skills for Personal Effectiveness – Goal Setting: Types, Steps. Time Management. Effective Learning: Study Skills and Memory Techniques. Preparation for Examinations.

REFERENCE

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

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

CO1	Define and explain the concept of Life Skills and distinguish between life skills, livelihood skills and survival skills.	L1; L2
CO2	Apply social and negotiation skills including self-awareness, empathy, effective communication and interpersonal relationships.	L2; L3
CO3	Develop thinking skills including creative thinking, critical thinking, problem solving and decision making.	L3; L4
CO4	Examine coping skills for managing emotions and stress and apply appropriate coping strategies.	L3; L4
CO5	Apply life skills for personal effectiveness including goal setting, time management, effective learning and examination preparation.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	SUMMER INTERNSHIP	SEMESTER-III
COURSE CODE		CREDITS: 2

Field work Components

Students will be placed in several user agencies outside Tiruchirappalli District

Guidelines (Duration& Work Load)

Total no of field practicum hours 157 hours(21Days) workload 7½ hrs./day.

Objectives of Summer Internship

To sensitize the students to social needs and problems and enable them to critically analyses problems and select the appropriate means of problem-solving.

To understand and apply the social work methods to deal with such needs and problems.

To begin to acquires kills of social work in tervention in human needs situations and issues.

To become a ware of and understand one's strengths and weaknesses.

To develop the right values and attitudes essential for a professional social worker.

The field practicum during the first semester may be structured through Field observation visits followed by discussion Practice-skills laboratory on

(i)Communication

(ii) Interpersonal relationships

(iii) Analysis of Society

(iv) Self -awareness fieldpracticumfor7½hoursperday.

Department Requirements in Field Work

21days in the Agency to be chosen for Field Work outside Tiruchirappalli

Field work with three case work and two group work program me including the activities of the agencies.

ASSESSMENT

External– 20Marks

Viva-Voce	-	20
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Internal– 80Marks

Evaluation of Field Work Reports	-	25
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Agency Supervisor Evaluation	-	25
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Activities	-	15
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Field Work Records	-	15
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80

SECOND YEAR	CORE CHOICE COURSE- X SPECIALISATION	SEMESTER-IV
COURSE CODE	URBAN COMMUNITY DEVELOPMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To enable students to understand urban realities and community dynamics
- To develop sensitivity towards urban problems and the urban poor
- To impart knowledge about governmental and voluntary efforts towards urban community development
- To equip students with specific skills and techniques for working with urban communities.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits to Urban Slums / Municipal Offices, Invited Talks from Urban Development Officials / Community Leaders, Case Studies, etc.

COURSE CONTENT

Unit I

Urban Community: Meaning, characteristics, rural urban linkages and contrast; City – meaning, classification, trends in urbanization process, Theories of Urbanization. Urban Definition, History, Characteristics and Theories of Urbanization. Related concepts: Corporation, Municipality, Town, City, Metropolis, Megapolis, Suburbs, Satellite Town, Smart Cities, Hinterland, Agglomeration, and Urbanism. Urban Evolution, Pseudo Urbanization. Demographic and Land Use pattern in Urban areas. City-Hinterland relationship. Urban Services and Deficiencies: Solid Waste Management, Water Management, Provisions of Urban Amenities, Urban Natural Resources, Encroachment. Slums – Definition, Approaches, Theories and Classification.

Unit II

Urban Problems in India: Population Density, Housing, Drug addiction, Prostitution, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Sub-urban issues and problems. Urban Poor, Migration, Eviction, Resettlement and adaptability.

Unit III

Urban Community Development: Definition, concept, objectives, Scope and Models, historical background; approaches, principles, process and methods of urban community development. Welfare extension projects of Central Social Welfare Board. Urban development planning: legislation related to urban development: Urban Land Ceiling Act, Town and Country Planning Act, Nagarpalika Act and Tamil Nadu Slum Clearance and Improvement Act. Community planning, and community participation. Trends in Town and Country Planning. Emerging patterns of urban social stratification in India. Early Development Interventions: SPARK Mumbai, People project of Action Aid, Oxfam Urban Project, Unorganized Workers' Federation, National Domestic Workers Movement, National Slum Dwellers Federation.

Unit IV

Urban Development Administration: National, State and local levels; structure and functions of urban development agencies; urban services and urban deficiencies; metropolitan development authorities; Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); Housing board. Role of voluntary agencies in urban development. Urban Municipal Administration – structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74th Constitutional Amendment. Governance and citizen's participation. E-Governance in Urban Development. National Urban Information System (NUIS).

Unit V

Urban Development Programmes : Objectives, implementation, issues and challenges in the context of Viksit Bharat@2047, sustainable urbanization and inclusive city development.. Urban Development Policy and NITI Aayog Strategies for Urban Development, **Major Programmes :** Pradhan Mantri Awas Yojana - Urban (PMAY-U), Deendayal Antyodaya Yojana – National Urban Livelihood Mission (DAY-NULM), Atal Mission for Rejuvenation and Urban Transformation (AMRUT), Atma Nirbhar Bharat, HRIDAY, Smart Cities Mission, Swachh Bharat Mission - Urban (SBM-U), Pradhan Mantri SVANidhi Scheme (PM SVANidhi), National Urban Health Mission (NUHM), Metro Rail and Urban Mobility Initiatives, PM Vishwakarma Scheme, MUDRA Loan and Urban Youth Entrepreneurship Programmes, **Urban Development Institutions and Support Mechanisms** –CMDA, TNHB, TNUHDB, CMWSSB, TNIUS and NIUA. **Tamil Nadu Specific Programmes :** Tamil Nadu Urban Livelihood Mission (TNULM), Singara Chennai 2.0, Smart City Mission – Tamil Nadu Cities, Tamil Nadu Urban Habitat Development Board (TNUHDB) Housing Schemes, MakkalaiThedi Maruthuvam, Chief Minister's Breakfast Scheme, Naan Mudhalvan Scheme, Chennai Rivers Restoration Programme, **Role of Social Workers and Voluntary Organizations in Urban Development Programmes** (critical analysis of implementation, convergence, social inclusion, gender dimensions, social audit and the role of social work intervention may be emphasized in all the above programmes).

REFERENCE

1. Bhattacharya, D. (2020). Urban Development in India. Oxford University Press.
2. UN-Habitat. (2022). World Cities Report 2022: Envisaging the Future of Cities.
3. Kundu, A. (2021). Urban Governance in India. Sage Publications.
4. Mohanty, P. K. (2021). Urban Development and Management. Lakshmi Book House.
5. Dupont, V. (2021). Urbanization and Development: Multidimensional Perspectives. Routledge.
6. Harvey, D. (2020). Social Justice and the City. University of Georgia Press.
7. Ministry of Housing and Urban Affairs, Government of India. (2023). Smart Cities Mission Report.
8. World Bank. (2022). Inclusive Cities and Urban Development Report.
9. United Nations. (2022). World Urbanization Prospects.
10. Sivaramakrishnan, K. C. (2021). Urbanization in India: Basic Services and People's Participation. Oxford University Press.

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

CO1	Describe the concept, characteristics and theories of urban community and urbanisation processes.	L1; L2
CO2	Identify and analyse major urban problems in India including housing, poverty, migration and social issues.	L2; L3
CO3	Apply community development approaches, principles and methods in urban contexts.	L3; L4
CO4	Examine the structure and functions of urban development administration at national, state and local levels.	L3; L4
CO5	Evaluate urban development programmes and apply social work methods in urban community development.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE- X SPECIALISATION	SEMESTER-IV
COURSE CODE	EMPLOYEES RELATIONS & WELFARE	CREDITS: 4

Course Objectives:

The objectives of the course are

- To teach students on a global as well as local perspective on industrial relations
- To understand the practices of industrial relations at all levels
- To develop appropriate skills for promoting healthy industrial relations in diverse organizational contexts.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Industry Visits, Guest Lectures from HR / Labour Relations Professionals, Moot Collective Bargaining Exercises, etc.

COURSE CONTENT

Unit I

Industrial Relations: Definition, Meaning of Industrial Relations. Characteristics of a Good Industrial Relations System. Changing Profile of Industrial Workers. Labour in the Constitution. Administration of the Labour Department. Theories of IR. IR in Multi-National Companies.

Unit II

ILO: History, Aims, Objectives, Structure and Functions. Social Security Measures. Achievements. Influence of ILO on Indian Industrial Relations. Industrial Relations and Labour Practices in India.

Unit III

Trade Unionism: History, Objectives, Problems Faced, Recognition. Trade Union Movement in

India. Employer Federation. Collective Bargaining: Methods, Issues, Problem and Settlement.

Unit IV

Industrial Conflict: Types, Causes, Consequences. Standing Orders. Industrial Disputes. Settlement Machineries. Industrial Peace and Harmony. Grievance, Discipline, Domestic Enquiry. Recent Trends. Workers Participation in Management.

Unit V

Social Aspects in Industries: Social Responsibility of Industrial Organization. Evolution, Philosophy, Principles of CSR. Developmental Projects – Goals and Implementation. Critical Analysis of CSR Approach. Roles of Social Workers / HR Professionals in Helping Industry to Discharge its Social Obligations. Ethical Aspects in CSR Projects. Social Auditing.

REFERENCE

1. Monappa, A. (2021). Industrial Relations and Labour Laws. Tata McGraw Hill.
2. Venkata Ratnam, C. S. (2020). Industrial Relations. Oxford University Press.
3. Mamoria, C. B., & Mamoria, S. (2020). Dynamics of Industrial Relations in India. Himalaya Publishing House.
4. Srivastava, S. C. (2021). Industrial Relations and Labour Laws. Vikas Publishing House.
5. Salamon, M. (2020). Industrial Relations: Theory and Practice. Pearson Education.
6. Sharma, A. M. (2021). Industrial Relations and Labour Welfare. Himalaya Publishing House.
7. International Labour Organization (ILO). (2022). World Employment and Social Outlook Report.
8. Government of India, Ministry of Labour and Employment. (2023). Labour and Employment Annual Report.
9. Dessler, G. (2021). Human Resource Management (16th ed.). Pearson Education.
10. Rao, V. S. P. (2020). Human Resource Management: Text and Cases. Excel Books.

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

CO1	Define industrial relations, understand its characteristics and analyse theories of industrial relations.	L1; L2
CO2	Examine the history, structure and functions of ILO and its influence on Indian industrial relations.	L2; L3
CO3	Analyse trade unionism, employer federations and collective bargaining processes in India.	L3; L4
CO4	Evaluate industrial conflict, settlement mechanisms, grievance procedures and workers' participation in management.	L4; L5
CO5	Apply knowledge of CSR, social auditing and the role of social workers in helping industry discharge social obligations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE- X SPECIALISATION	SEMESTER-IV
COURSE CODE	PSYCHIATRIC SOCIAL WORK	CREDITS: 4

Course Objectives:

The objectives of the course are

- To introduce students to the concept and historical development of psychiatric social work
- To develop understanding of psychiatric assessment and diagnosis
- To impart knowledge about major psychiatric illnesses
- To familiarize students with therapeutic intervention

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Hospital / Psychiatric Unit Field Visits, Brain Storming, Assignment, Seminar, Group / Mini Project, Invited guest speakers / Psychiatrists / Psychiatric Social Workers – discussion and interaction.

COURSE CONTENT

Unit I

Psychiatric Social Work: Definition and concept, historical development in India and abroad; current status as a field of specialization. Case work, group work, and community organisation in the psychiatric services. Limitations and difficulties faced in psychiatric social work practice. Psychiatric epidemiology in India.

Unit II

Historical Development of Psychiatry as a Field of Specialisation: Attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times. Concepts of normality, abnormality and mental health. Classification of mental illness: Diagnostic Statistical Manual-V (DSM); International Classification of Diseases (ICD). Psychiatric assessment: interviewing, case history taking; sources of intake, mental status examination; formulation of psychosocial diagnosis.

Unit III

Psychiatric Illness: Neuroses, psychoses, organic and functional, culture-bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence. Mental handicap: definition, classification, clinical types and causes. Cerebral palsy: clinical types, causes, associated disabilities. Epilepsy: definition, types, causes, management. Ageing: biological, social and psychological problems. Suicide: causes, indications, prevention. Childhood disorders: behaviour disorders; eating, elimination, sleep and speech disorders. Childhood psychoses: autism, schizophrenia. Scholastic backwardness: symptoms, causes and management. Attention deficit disorders.

Unit IV

Therapeutic Intervention in Psychiatric Illness: Psycho-education, cognitive therapy, group psychotherapy, family therapy, marital therapy: scope and types. Behaviour therapy: principles and techniques. ECT, chemotherapy, psychosurgery and mega vitamin therapy. Occupational therapy (purpose and concept).

Unit V

Scope of Psychiatric Social Work Practice: Roles and functions of a psychiatric social worker in: Psychiatric OPDs, Psychiatric speciality clinics, De-addiction centres, Child guidance clinics. Rehabilitation of psychiatric patients: role of the social worker in rehabilitation – planning, mobilization, reintegration of the patient in the family and community. Principles and models of psychiatric rehabilitation. Role of the psychiatric social worker in team work. Concepts of: therapeutic community, partial hospitalization, day care centres, halfway homes, sheltered workshops and transitory homes. National mental health programme. District mental health programme.

REFERENCE

1. Upadhyay, R. K. (2020). Medical and Psychiatric Social Work. Omega Publications.
2. Stuart, G. W. (2021). Principles and Practice of Psychiatric Nursing (11th ed.). Elsevier.
3. Townsend, M. C., & Morgan, K. I. (2021). Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice (10th ed.). F.A. Davis.
4. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2021). Kaplan and Sadock's Synopsis of Psychiatry (12th ed.). Wolters Kluwer.
5. Varcarolis, E. M. (2021). Foundations of Psychiatric Mental Health Nursing (9th ed.). Elsevier.

6. World Health Organization. (2022). World Mental Health Report: Transforming Mental Health for All.
7. Patel, V., Minas, H., Cohen, A., & Prince, M. (2022). Global Mental Health: Principles and Practice. Oxford University Press.
8. National Institute of Mental Health and Neuro Sciences (NIMHANS). (2023). Guidelines for Psychosocial Rehabilitation and Mental Healthcare.
9. American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). APA Publishing.
10. National Association of Social Workers (NASW). (2021). Standards for Clinical Social Work in Social Work Practice

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

CO1	Define psychiatric social work, understand its history and current status as a field of specialization.	L1; L2
CO2	Understand the historical development of psychiatry and apply psychiatric assessment skills including case history taking.	L2; L3
CO3	Identify and analyse major psychiatric illnesses including neuroses, psychoses, childhood disorders and substance abuse.	L3; L4
CO4	Evaluate therapeutic interventions in psychiatric illness including psycho-education, group therapy and behaviour therapy.	L4; L5
CO5	Apply psychiatric social work skills in diverse settings including OPDs, de-addiction centres and rehabilitation programmes.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE- XI SPECIALISATION	SEMESTER-IV
COURSE CODE	NGO MANAGEMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To introduce students to the nature, types and functions of NGOs
- To develop understanding of civil society and social movements
- To impart knowledge about NGO registration and governance
- To equip students with skills in NGO planning, team building and organizational management

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Field Visits to NGOs, Guest Lectures from NGO Professionals / Civil Society Leaders, Proposal Writing Exercises, etc.

COURSE CONTENT

Unit I

NGOs: Meanings, definition, characteristics, objectives and types. Genesis, present status of NGOs and their role in social upliftment. History, origin and development of NGOs. Purpose of NGOs. Aspects, issues of NGOs. Challenges of NGOs: poverty reduction, child welfare and women empowerment.

Unit- II

Registration And Establishment Of NGOs: Registration and Establishment of NGOs: Societies Act, Trust Act, Company's Act (Sec. 25), Bylaws Preparation and Legal Status of NGO. Monitoring Mechanism adopted by Governments – FCR Act. Administration, Policy Making: Membership Classification, Aims and Objectives of the Executive Committee, Office Bearers and Governing Counsel, and Rights, Power and Duties.

Unit-III

Project Identification: Feasibility/Base Line studies –Project Formulation –Planning and Policy making – Strategic Formation –Preparation of project proposals –Project implementation.

Unit- IV

Budgeting: Meaning, Steps, essential items in Budget –Resource Mobilisation –Central and State Government Assistance and Other Assistance –Fund Raising: Meaning, techniques – Income Generation Programmes (IGP), –Financial Management –Financial Collaboration between Funding Organization and Non-Profit Organisations.

Unit V

Project Evaluation and Monitoring: Aims, Objectives, Purposes –Creating management Information system –Project appraisal: Meaning and techniques –Logical Frame Analysis (LFA) Participatory Rural Appraisal (PRA).

REFERENCE

1. Lewis, D. (2021). Non-Governmental Organizations, Management and Development (4th ed.). Routledge.
2. Drucker, P. F. (2020). Managing the Non-Profit Organization: Principles and Practices. HarperCollins.
3. Kettner, P. M. (2021). Achieving Excellence in the Management of Human Service Organizations (9th ed.). Pearson.
4. Edwards, M. (2020). Civil Society. Polity Press.
5. Anheier, H. K. (2021). Nonprofit Organizations: Theory, Management, Policy (3rd ed.). Routledge.
6. Bornstein, D., & Davis, S. (2020). Social Entrepreneurship: What Everyone Needs to Know. Oxford University Press.
7. Government of India, NITI Aayog. (2023). NGO Darpan and Voluntary Sector Report.
8. United Nations Development Programme (UNDP). (2022). Civil Society and Sustainable Development Report.
9. Dees, J. G. (2021). The Meaning of Social Entrepreneurship. Duke University Press.
10. Fowler, A. (2020). Striking a Balance: A Guide to Enhancing the Effectiveness of NGOs. Routledge.

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

CO1	Define NGOs, explain their characteristics, objectives, types and role in social upliftment.	L1; L2
CO2	Examine the grassroot dimensions of NGOs including tribal welfare, women empowerment and social change.	L2; L3
CO3	Analyse civil society, social movements, and their relationship to community development.	L3; L4
CO4	Understand the process of NGO registration, the nature of volunteerism, and the role of CBOs and Trusts.	L3; L4
CO5	Apply planning processes, team building, and organizational management skills in NGO contexts.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-XI SPECIALISATION	SEMESTER-IV
COURSE CODE	ORGANISATION BEHAVIOUR AND DEVELOPMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To develop understanding of individual and group behaviour in organizations
- To analyse organizational dynamics including culture, climate and change
- To equip students with knowledge of organizational development theories and practices
- To enable students to apply OD interventions in social work and human service organizations.

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, Organizational Behaviour Simulations, Guest Lectures from HR / OD Professionals, etc.

COURSE CONTENT

Unit I

Focus and Purpose of OB: Definition, need and importance of organizational behaviour; nature and scope; framework; organizational behaviour models. Individual Behaviour: Personality – types, factors influencing personality, theories. Learning: learning process, learning theories, organizational behaviour modification. Attitude: characteristics, components, formation. Perception: importance, factors influencing perception. Motivation – importance, types, effects on work behavior.

Unit II

Group Behaviour: Organization structure – formation; groups in organizations – influence; group dynamics – emergence of informal leaders and working norms; group decision making techniques; interpersonal relations; communication; control; Hawthorne studies. Leadership and power – meaning, importance, leadership styles, theories, leaders vs. managers; source of power, power centers, power and politics.

Unit III

Dynamics of Organizational Behaviour: Concept of organizational culture and climate – factors affecting organizational climate. Job satisfaction – determinants, measurements. Organizational change – importance, change process, resistance to change, managing change. Organizational effectiveness – perspective and application of transactional analysis.

Unit IV

Organizational Development: Concept, characteristics – objectives, process/phases, theory and practice, quality circles. Organizational change: process, resistance to change, planning and implementation & theories of change.

Unit V

Organizational Interventions: Concept, purpose and importance. Process of OD interventions – types: Behavioral Techniques, Non-Behavioral Techniques & Miscellaneous Techniques. Strategic intervention: integrated strategic change, organizational design, cultural change.

REFERENCE

1. Robbins, S. P., & Judge, T. A. (2021). *Organizational Behavior* (18th ed.). Pearson Education.
2. Luthans, F. (2021). *Organizational Behavior: An Evidence-Based Approach* (14th ed.). McGraw Hill.
3. Newstrom, J. W. (2020). *Organizational Behavior: Human Behavior at Work* (14th ed.). McGraw Hill.
4. Greenberg, J. (2021). *Behavior in Organizations* (11th ed.). Pearson Education.
5. McShane, S. L., & Von Glinow, M. A. (2021). *Organizational Behavior* (9th ed.). McGraw Hill.
6. Aswathappa, K. (2020). *Organisational Behaviour* (13th ed.). Himalaya Publishing House.
7. Singh, K. (2021). *Organizational Behaviour: Text and Cases*. Pearson India.
8. Robbins, S. P., Campbell, T., & Judge, T. (2022). *Essentials of Organizational Behavior*. Pearson.
9. CIPD. (2023). *People Profession and Workplace Behaviour Report*. Chartered Institute of Personnel and Development.
10. SHRM. (2022). *Workplace Culture and Employee Behaviour Report*. Society for Human Resource Management.

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

CO1	Define organizational behaviour, understand its scope and analyse individual behaviour including personality, learning and motivation.	L1; L2
CO2	Examine group behaviour, group dynamics, leadership styles, power and interpersonal communication in organizations.	L2; L3
CO3	Analyse organizational culture, climate, job satisfaction and the dynamics of organizational change.	L3; L4
CO4	Evaluate organizational development concepts, quality circles and theories and process of organizational change.	L4; L5
CO5	Apply OD intervention techniques including behavioural, non-behavioural and strategic interventions in organizations.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE CHOICE COURSE-VIII SPECIALISATION	SEMESTER-IV
COURSE CODE	COMMUNITY HEALTH	CREDITS: 4

Course Objectives:

The objectives of the course are

- to introduce students to the concepts of health, hygiene and disease prevention
- to develop understanding of communicable and non-communicable diseases and occupational health
- to familiarize students with health care delivery systems
- to enable students to apply social work interventions in community health settings

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Community Health Visits, Health Camp Organization, Case Studies, Brain Storming, Assignment, Seminar, Guest Lectures from Community Health Workers / Medical Professionals, etc.

COURSE CONTENT

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

REFERENCE

1. Ledwith, M. (2020). Community Development: A Critical Approach (3rd ed.). Policy Press.
2. Ife, J. (2020). Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press.
3. Kenny, S., McGrath, B., & Phillips, R. (2021). The Routledge Handbook of Community Development. Routledge.
4. Rothman, J. (2021). Approaches to Community Intervention. Routledge.
5. Dominelli, L. (2021). Anti-Oppressive Social Work Theory and Practice. Palgrave Macmillan.
6. Bhattacharyya, J. (2020). Theorizing Community Development. Journal of the Community Development Society.

7. United Nations. (2023). Sustainable Development Goals Report 2023.
8. World Health Organization. (2022). Community Engagement Framework for Quality, People-Centred and Resilient Health Services.
9. Ministry of Rural Development, Government of India. (2023). Community Participation and Rural Development Report.
10. Guha, A. (2021). Community Organization and Social Action. Centrum Press.

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

CO1	Understand the concepts of health, hygiene, nutrition and their inter-relationships and analyse vital health statistics.	L1; L2
CO2	Identify major communicable and non-communicable diseases and explain their symptoms, transmission and prevention.	L2; L3
CO3	Examine the health care delivery system at national and state levels and relevant health legislations.	L3; L4
CO4	Apply health education principles and strategies for various community groups including family planning approaches.	L3; L4
CO5	Apply social work interventions in community health settings including immunization, maternal health and environmental health.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	CORE COURSE - IX	SEMESTER - 4
COURSE CODE	FIELD WORK PRACTICUM - IV	CREDITS - 4

Course Objectives:

The main objectives of this course are to:

- Facilitate Social Work Trainees and be exposed to social issues related to their fields of specialization.
- Gain Knowledge on Social Work Practice in Professional Social Welfare Agencies/ Beneficiary Organizations.
- Develop a practical understanding needs/challenges of people in their fieldwork agencies
- Apply social work methods and techniques in their field of specialization
- Uphold the Ethics and Values of the Social Work Profession in their fields of specialization.

A. STANDARD OPERATING PROCEDURES (SOPS)

- a. Timing The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.
- b. Availability: The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.
- c. Required Number of Days and Hours: The trainees are expected to fulfill a minimum of 30 days which may be for a duration of 8 to 12 weeks on concurrent basis where the trainees are expected to report on Tuesdays, Thursdays and Saturdays.
- d. Dress Code : Only formal dress will be allowed
- e. Attendance: 100% attendance in field work is compulsory for successful completion and getting a pass. Trainees should report and work on the timings of the agency regularly, as mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee they can be called on holidays

B. Reporting and Documentation: Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C.Mentoring & Guidance by the Agency Supervisor: The Agencies would have a staff or an administrator to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee.

D.Individual Conference with the Faculty Advisor: The trainee will be provided with a timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provided is about an hour. They are expected to submit a written record of work done and the faculty supervisor is expected to enter comments prior to the conference.

E.FIELD WORK REPORT

Fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

F.Purpose of the visit: The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

a)Observation: The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing with the object/subject of intervention. The scope of inference must be problem-specific.

b)Content: All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitutes the content.

c)Impression: This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regards to his client/employee /member of the Community and the overall intervention process.

d)Trainee's role: The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

e)Next plan of action: The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

Evaluation (Concurrent Field Work for Semester IV)

ASSESSMENT

Internal – 70 Marks

Agency Supervisor Evaluation	-	20
Evaluation of Field Work Reports	-	10
Case work and Group Work Practice	-	10
CO Programme	-	10
Activities	-	10
Field Work Records	-	10
Total	-	70

External – 30 Marks

Viva Voce - 30

1. Theoretical Knowledge - 10 marks
2. Practice Skills - 10 marks
3. Mobilising Resources - 5 marks
4. Communication and Presentation - 5 marks

30 marks

COURSE OUTCOME

After successful completion of this course, the Social work trainees will be able to attend the the following tasks in an enhanced professional manner:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.
- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.
- Create awareness by educating, advocating, and concentrating on conscientizing the society to effectively utilize available human and materials resources.
- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.
- Help in rural transformation by making rural life more meaningful to the people through helping them to achieve self-reliance.

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER- IV
COURSE CODE	PROJECT MANAGEMENT	CREDITS: 4

Course Objectives:

The objectives of the course are

- To introduce students to the concepts and processes of project management
- To develop skills in project planning using strategic and logical frameworks
- To equip students with tools for project scheduling and monitoring
- To enable students to apply project management skills including leadership and fund raising in social welfare project contexts

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Project Planning Exercises, Case Studies, Brain Storming, Assignment, Seminar, Logical Framework Analysis Workshops, Guest Lectures from Project Management Professionals / NGO Leaders, Proposal Writing Practice, etc.

COURSE CONTENT

Unit I

Project Management – An Overview: Concepts and Processes, objectives, operations. Understanding Project: Project life cycle, Activities, output, outcome, deliverables, performance indicators and evidence.

Unit II

Planning: Basic steps, strategies and Planning. Preparing the pre-planning stage; Mission and vision statement; SWOC analysis, situation assessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annual operating plan, implementing strategic plan. Objective-oriented planning: Logical Framework Approach; analysis of the project context; stakeholder analysis, problem analysis, objective analysis, resource planning, risk analysis and risk management.

Unit III

Conceptualizing and Initiating a Project: Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money. Managing conflicts, creating goal commitment.

Unit IV

Work Breakdown Structure, Scheduling Tools: Gantt Charts; PERT/CPM Networks. Project Control: purpose, processes, periodic control techniques, cost control, monitoring, midterm evaluation and end-term evaluation, providing components and indicators for evaluations. Project completion and review; improving project performance, steps for project completion, learning before doing, learning after doing, carrying out reviews.

Unit V

Leadership in Project Management: Essential Characteristics of a good project leader, managing teams in projects, training for staff in social welfare projects; essential characteristics of effective communication; public relations. Techniques of Fund Raising. Foreign Contribution Regulation Act. Case Presentations on successful proposal writing.

REFERENCE

1. Larson, E. W., & Gray, C. F. (2021). Project Management: The Managerial Process (8th ed.). McGraw Hill.
2. Kerzner, H. (2022). Project Management: A Systems Approach to Planning, Scheduling, and Controlling (13th ed.). Wiley.
3. Meredith, J. R., Mantel, S. J., & Shafer, S. M. (2021). Project Management: A Managerial Approach (10th ed.). Wiley.
4. PMI. (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (7th ed.). Project Management Institute.
5. Burke, R. (2020). Project Management: Planning and Control Techniques (6th ed.). Wiley.
6. Gido, J., & Clements, J. (2021). Successful Project Management (8th ed.). Cengage Learning.
7. Nicholas, J. M., & Steyn, H. (2020). Project Management for Engineering, Business and Technology (5th ed.). Routledge.
8. Pinto, J. K. (2020). Project Management: Achieving Competitive Advantage (5th ed.). Pearson Education.
9. Government of India, NITI Aayog. (2023). Development Project Monitoring and Evaluation Report.
10. World Bank. (2022). Project Management and Development Practice Report.

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

CO1	Understand the concepts, objectives and life cycle of project management and identify key performance indicators.	L1; L2
CO2	Apply planning tools including SWOC analysis, logical framework approach, stakeholder analysis and risk management.	L2; L3
CO3	Conceptualize and initiate projects by developing goal statements, setting budgets and managing conflicts.	L3; L4
CO4	Use scheduling tools including Gantt Charts and PERT/CPM networks for project monitoring and control.	L3; L4
CO5	Apply leadership skills in project management including team management, fund raising and effective communication.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	DISCIPLINE CENTRIC ELECTIVE COURSE	SEMESTER- IV
COURSE CODE	THERAPEUTIC INTERVENTION IN SOCIAL WORK	CREDITS: 4

Course Objectives:

The objectives of the course are

- To introduce students to frameworks for clinical social work practice
- To develop understanding of psychotherapy and specific treatment modalities
- To familiarize students with specialized clinical issues
- To explore indigenous therapeutic techniques
- To equip students with knowledge of emerging trends in healing and therapeutic intervention

Pedagogical Methods Adopted:

Lectures, PPT, Discussion, Case Studies, Simulated Therapy Sessions, Brain Storming, Assignment, Seminar, Experiential Learning, Guest Lectures from Clinical Social Workers / Therapists, Art Therapy Demonstrations, Mindfulness Exercises, etc.

COURSE CONTENT

Unit I

Frameworks for Clinical Practice: Behavioural and Cognitive Theories, Psychoanalytic Theory, Humanistic-existentialist theory. Models of Clinical Practice – Medical, Friendship, Artistic and Educational. Standards for the Practice of Clinical Social Work.

Unit II

Psychotherapy: History, Definition and Techniques of Psychotherapy. Specific Treatment Modalities – Clinical Practice with Children and Adolescents, Family Therapy, Psychoanalytic Psychotherapy, Couples Therapy. Group Treatment of Children and Adolescents. Group Treatment with Adults. Interpersonal Therapy.

Unit III

Specialized Clinical Issues: Emergencies, Elderly, Interpersonal Violence, Depressed Clients. Dynamic Approaches to Brief and Time-Limited Intervention. Cross-Cultural Clinical Social Work Practice. Urban School Settings. Researching Clinical Practice.

Unit IV

Indigenous Therapeutic Techniques: Yoga therapy, Meditation, Spiritual Healing and Relaxation Therapy. Use of Art Based Therapies and expressive therapies in the healing process.

Unit V

Emerging Trends in Healing: Neuro-linguistic Programming (NLP), Positive Imaging, Self-analysis, Pain Management techniques, Caregiver Support. Mental Health intervention related to Pandemic/Disaster.

REFERENCE

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2022). Direct Social Work Practice: Theory and Skills (11th ed.). Cengage Learning.
2. Corey, G. (2021). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.
3. Shulman, L. (2021). Empowering Social Workers: The Skills of Helping Individuals, Families, Groups and Communities (9th ed.). Cengage Learning.
4. Saleebey, D. (2021). The Strengths Perspective in Social Work Practice (7th ed.). Pearson Education.
5. Turner, F. J. (2020). Social Work Treatment: Interlocking Theoretical Approaches (6th ed.). Oxford University Press.
6. Walsh, J. (2021). Theories for Direct Social Work Practice (4th ed.). Cengage Learning.
7. Franklin, C. (2020). Solution-Focused Brief Therapy: A Handbook of Evidence-Based Practice. Oxford University Press.
8. Beck, J. S. (2021). Cognitive Behavior Therapy: Basics and Beyond (3rd ed.). Guilford Press.
9. National Association of Social Workers (NASW). (2021). Standards for Clinical Social Work Practice.
10. World Health Organization. (2022). Guidance on Community Mental Health Services: Promoting Person-Centred and Rights-Based Approaches.

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

CO1	Understand frameworks for clinical practice including behavioural, psychoanalytic and humanistic theories and models.	L1; L2
CO2	Explain the history, definition and techniques of psychotherapy and apply specific treatment modalities.	L2; L3
CO3	Analyse specialized clinical issues including emergencies, interpersonal violence, cross-cultural practice and brief interventions.	L3; L4
CO4	Evaluate indigenous therapeutic techniques including yoga, meditation, art-based and spiritual healing approaches.	L4; L5
CO5	Apply knowledge of emerging therapeutic trends including NLP, positive imaging and pandemic-related mental health interventions.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong

SECOND YEAR	ENTREPRENEURSHIP / INDUSTRY BASED COURSE (CFP)	SEMESTER- 4
		CREDITS : 3
BLOCK FIELD PLACEMENT		

Block Field Placement is a mandatory internship component of the Master's Degree in Social Work. Students are required to undergo a minimum of one month of intensive field training in an agency relevant to their specialization, with departmental approval, during the fourth semester. This phase provides an opportunity for full-time professional engagement, enabling students to gain in-depth experience of real-world social work practice.

Introduction (Integrative Learning Approach)

- This period is designed to help learners integrate theoretical knowledge with practical application, strengthen professional competencies, and develop a clear understanding of their role as social work practitioners.
- The internship offers immersive exposure to organizational functioning, client systems, and intervention processes within the chosen field of specialization.

OBJECTIVES:

The Block Field Placement aims to:

- Experience direct practice and management operation
- Enhance and integrate practice of social work methods and strategies
- Experience self in the role of the professional social worker
- Develop enhanced practice skill and integrated learning
- Develop greater understanding of reality situations through involvement in day to day work
- Develop appreciate of other's efforts and develop sensitive to gaps in the programme
- To provide wide exposure in the different fields of social work away from the home town.
- To enhance their practical knowledge and learn about the various functions about the agency.
- To provide the student an opportunity for networking with various social work agencies nationally and internationally.
- To help the students to find suitable job opportunities.

Assessment Note

- This component is compulsory for course completion
- Evaluation is based on successful completion and report submission

Description: Students work as staff members in approved public or private social welfare organisations/ hospitals/industries. The opportunity will allow students to apply conceptual knowledge learned in the classroom and the concurrent field work agencies to actual situations and to acquire new skills.

Block field practicum/Internships an addition to concurrent placement. It occurs at the end of the fourth semester (March/April), sometimes it may lead to a student's employment in the agency. Completion of Block field practicum/Internship is a requirement for course completion.

The passing Minimum is 40% in each of the project report and Viva – Voce but not less than 50% in the aggregate of both the marks for Field Work Report and the Viva – Voce.

Guidelines

- Block field practicum/Internship should be for 26 days
- 7.5 per day totaling 195 hours.

Assessment

Internal – 70 Marks

Agency Supervisor Evaluation	- 20
Evaluation of Field Work Reports	- 10
Case work and Group Work Practice	-10
CO Programme	-10
Activities	- 10
Field Work Records	- 10

External – 30 Marks

Viva Voce- 30

1.Theoretical Knowledge	- 10 marks
2.Practice Skills	- 10 marks
3.Mobilising Resources	- 5 marks
4.Communication and Presentation	- 5 marks
Total -	30 marks

SECOND YEAR	PROJECT	SEMESTER- IV
COURSE CODE		CREDITS:5

COURSE OUTCOMES:

By the end of the Block Field Placement, students will be able to:

- Demonstrate professional competence in real-life practice settings
- Integrate theory, skills, and values in social work interventions
- Exhibit confidence, responsibility, and ethical practice
- Critically analyze program effectiveness and service delivery gaps
- Function as independent and reflective social work professionals

Guide Lines

- Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or topic chosen by him/ her.
- A student is required to submit two copies of the project report to the department on or before March 31st.
- This course also presents the functions of SPSS, creation of data files and entry of data, editing of data, and transformation and analysis of data and interpretation.
- On successful completion of the course the students should possess the skills to (i) operate SPSS functions, (ii) data entry, editing and transformation of data, and (iii) analysis and interpretation of data.
- The students are expected to use the SPSS lab of the department of social work for their research works.

Objectives

- To enhance research attitude among the students.
- To enhance the students to find out the problem and equips them to carry out research in a scientific manner.
- To provide them with complete knowledge about research methodology and reporting.
- To enable the students to learn the operational functions, analysis of data and interpretation of results.
- To prepare a research proposal
- To develop skills in scientific writing.

COURSECONTENT

- Title
- Statement of problem/ Research Questions
- Research Objectives
- Hypotheses
- Operational definitions
- Sampling Procedure
- Tools of Data Collection
- Pilot Study and Pre Test
- Methods of Data Collection
- Period of Data Collection
- Data Analysis(Statistical Techniques adopted)
- Chapter scheme and
- Limitations and
- Delimitations

ASSESSMENT

Internal–80Marks

Plan of the Project	-	20
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Execution of the Plan	-	45
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Individual Initiative	-	15
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External	-	20 Marks
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Viva Voce	-	20
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SECOND YEAR	VALUE ADDED COURSE	SEMESTER- IV
COURSE CODE	SUSTAINABLE DEVELOPMENT GOALS IN SOCIAL WORK FRAMEWORK	CREDITS:2

Course Objectives:

The objectives of the course are

- To familiarize students with the developmental needs of Indian society
- To introduce social and economic interventions for sustainable development
- To develop understanding of environment protection measures

Pedagogical Methods Adopted:

Lectures, Blended Learning, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Case Studies, SDG Mapping Exercises, Field Visits, Policy Analysis Exercises, Guest Lectures from Development Practitioners, etc.

COURSE CONTENT

Unit I

Developmental Needs of Indian Society: Poverty – Unemployment – Inadequate Housing – Unsafe Drinking Water – Deficiency of Energy Sources and Supply – Sanitation – Unscientific Waste Management – Lack of Transportation Facilities – Unskilled Work Force and Apathy towards political activities.

Unit II

Social Interventions for Sustainable Development: Education – Skill Development – People's Participation in decision making – Women Empowerment – Inclusive Society – Human Rights – Tolerance to Diversity – Reduction of Health Inequality – Social Safety Net and Population Control.

Unit III

Economic Interventions: Employment Opportunities – Industrialization – Urbanization – Model farming and storing facilities for raw agriculture products – Self-help Groups – Entrepreneurships – People friendly banking and start-up supports – Demand and Supply Management.

Unit IV

Environment Protection Measures: Environment Protection Policies – Waste Management – Pollution Control – Reduce the use – Reuse and Recycle – Sustainable Energy – Preservation of Forest and Water Resources.

Unit V

Integrated Approaches and Model of Sustainable Development: Rostow's stages of growth – Structural change approaches – Models of community development – Models of Sustainable Livelihood – Innovative models of sustainable development – Public Private Partnership – Decentralization of power.

REFERENCE

1. Sachs, J. D. (2021). The Age of Sustainable Development. Columbia University Press.
2. United Nations. (2023). Sustainable Development Goals Report 2023.
3. Elliott, J. A. (2020). An Introduction to Sustainable Development (5th ed.). Routledge.
4. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2020). An Introduction to Sustainable Development. Earthscan Publications.
5. Dresner, S. (2021). The Principles of Sustainability (3rd ed.). Routledge.
6. World Bank. (2022). Sustainable Development and Climate Change Report.
7. United Nations Development Programme (UNDP). (2023). Human Development Report.
8. Gupta, K. R., & Sharma, J. (2021). Sustainable Development and Environment. Atlantic Publishers.
9. UNESCO. (2021). Education for Sustainable Development Report.
10. Adams, W. M., & Jeanrenaud, S. J. (2020). Transition to Sustainability: Towards a Humane and Diverse World. IUCN Publications.

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

CO1	Identify and explain the developmental needs of Indian society and link them to the Sustainable Development Goals.	L1; L2
CO2	Analyse social interventions for sustainable development including women empowerment, inclusive society and human rights.	L2; L3
CO3	Examine economic interventions for sustainable development including employment, entrepreneurship and self-help groups.	L3; L4
CO4	Evaluate environment protection measures including waste management, pollution control and sustainable energy approaches.	L4; L5
CO5	Apply integrated models and approaches of sustainable development including public-private partnerships and community development models.	L4; L5
L1-Remember ; L2- Understand; L3- Apply; L4-Analyze; L5- Evaluate; L6 create		

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

1-Low, 2-Medium, 3-Strong
