



**KANNUR UNIVERSITY**

**CURRICULUM**

**SYLLABUS**

**OF**

**FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP)  
BACHELOR OF SOCIAL WORK (BSW)**

**Under the Choice Based Credit and Semester System (CBCSS).**

**CURRICULUM FOR KANNUR UNIVERSITY FOUR YEARS UNDER  
GRADUATE PROGRAMME IN AFFILIATED COLLEGES W.E.F THE  
ACADEMIC YEAR 2024-25(2024 ADMISSION ONWARDS)**

**PREPARED BY**

**BOARD OF STUDIES FOR SOCIAL WORK(COMBINED)**

**2024**

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## **About Social Work**

Social Work, a practice-based profession which has its long years of origin and development. It has its unique methods, tools and techniques in dealing with wide variety of problems of human beings in the domains of social, economic, cultural, environment, natural resource, health, livelihood, vulnerability, etc. The social work discipline demands adequate knowledge, principles, skills and ethical standards from a social work practitioner.

The Four Year Undergraduate Programme (FYUGP) in Social Work of Kannur University is designed to equip the students to develop knowledge and skills in practicing social work as a profession and career. The FYUGP social work curriculum is a mix of class room learning and hands on field level practice and exposure segments.

The FYUGP in Social Work would prepare the students to get employed in various programmes and projects of Government , Non-Government , Private Firms and Corporate Sector in the areas of community development, counselling, health, development of women, children, natural resources management, disaster, livelihood, corporate social responsibility, etc. The students also will get employment in international organizations working in India and abroad. The social work programme provides guidance for the students to engage in self employment ventures like guidance centres, project consultancy services, counselling, etc.



## KANNUR UNIVERSITY

### **CURRICULUM FOR KANNUR UNIVERSITY FOUR YEARS UNDER GRADUATE PROGRAMME IN AFFILIATED COLLEGES W.E.F THE ACADEMIC YEAR 2024-25(20 24 ADMISSION ONWARDS)**

#### **1. Introduction**

##### **Kannur University - Four-Year Undergraduate Programme: Backdrop and Context**

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. Recognizing the curriculum as the cornerstone of any education system, it requires regular refinement to align with evolving socio-economic factors. Higher education must provide students with practical and technical skills relevant to their fields of interest, necessitating the development of a job-oriented curriculum. Despite significant increases in access and expansion of higher education over the years, concerns persist regarding the quality and relevance of educational outcomes, particularly in terms of employability skills. As the world becomes increasingly interconnected, our education system must evolve to instill 21st-century skills, enabling students not only to survive but to thrive in this dynamic environment. Moreover, there is a growing need for higher education institutions to embrace social responsibility and contribute to the development of a knowledge society capable of driving sustainable development through innovation. With the central objective of fostering a robust knowledge society to support a knowledge economy, the Government of Kerala has initiated steps to reform higher education. Accordingly, three commissions were established to suggest reforms in higher education policy, legal and regulatory mechanisms, and evaluation and examination systems. It is within this context that a comprehensive reform of the undergraduate curriculum has been proposed, leading to the restructuring of the Four-Year Undergraduate Programme (FYUGP).

Apart from ensuring quality education, the proposed KU-FYUGP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiative introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills;

and rigorous specialization in a chosen field (s) of learning. It proposes the adoption of flexible curricular structures to enable

creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points. The curriculum and syllabus of the restructured KU-FYUGP emphasises an outcome-based approach, centred around the needs and capabilities of students. This approach, rooted in Outcome Based Education (OBE), focuses on defining what students should be able to do, setting predetermined achievement outcomes. It surpasses traditional structured tasks, requiring students to actively engage in learning processes and demonstrate their skills through more challenging tasks and higher-order thinking. In this instructional model, learning takes precedence in education, with teaching serving as a facilitator and nurturer. Teaching encompasses not only imparting knowledge but also involves constructing curriculum, syllabi, learning materials, and assessment methods. The curriculum framework aims to stimulate constructive dialogue about the design of undergraduate degree programs and the learning approaches of students. The core educational principle of the framework advocates for students to predominantly learn through research and critical inquiry rather than passively receiving established knowledge. It recognizes knowledge not merely as the articulation of understanding but also as the capacity to generate new knowledge. To enhance students' ability to create new knowledge, the curriculum offers flexibility to design courses that integrate knowledge from various disciplines. Moreover, the restructured KU-FYUGP empowers teachers by enabling them to be autonomous and creative in designing courses and syllabi. Teachers who teach are also involved in course design and syllabi development, ensuring alignment with collectively developed curricula. This approach promotes teacher autonomy and creativity in the educational process.

### **Graduate Attributes**

Kannur University is fundamentally dedicated to nurturing well-rounded individuals with a comprehensive set of graduate attributes. Graduates from Kannur University emerge equipped with a multidisciplinary approach, allowing them to integrate knowledge across various domains for a holistic understanding of complex issues. With a strong emphasis on critical thinking and effective problem-solving skills, Kannur University's graduates demonstrate intellectual curiosity and the ability to tackle challenges creatively. Proficient in communication and social interaction, they engage adeptly in diverse settings, fostering

collaboration and effective interpersonal connections. Moreover, the graduates embody effective citizenship and leadership, showcasing a sense of responsibility, community engagement, and leadership qualities. With a global perspective, ethical grounding, and a commitment to environmental sustainability, our students are well-prepared for active participation in an interconnected world. Embracing self-directed and lifelong learning, they continually adapt to evolving challenges, embodying the university's commitment to producing resilient, knowledgeable, and socially responsible individuals.

## **2. Program Outcomes (POs):**

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

**PO1: Critical Thinking and Problem-Solving**-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

**PO2: Effective Communication and Social Interaction**-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

**PO3: Holistic Understanding**-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

**PO4: Citizenship and Leadership**-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

**PO5: Global Perspective**-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

**PO6: Ethics, Integrity and Environmental Sustainability**-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

**PO7: Lifelong Learning and Adaptability**-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

### 3. REGULATIONS

**3.1 Definitions** Unless context otherwise requires, -:

- 1.1 “*Curriculum Committee*” refers to the committee constituted by the Vice Chancellor under these regulations to monitor the choice-based credit semester programme. One of the senior faculty members shall be the convenor of the committee in case of affiliated colleges and one of the senior professors shall be the convenor in case of university departments.
- 1.2 “*Academic Year*” means two consecutive (one odd + one even) semesters followed by an optional summer fast-track semester/vacation in one academic year.
- 1.3 “*Act*” means the Kannur University Act.
- 1.4 “*Academic Coordinator*: (i) is a teacher nominated by the college council to coordinate the effective conduct of the FYUGP including internal evaluation undertaken by various departments within the college. She/he shall be the convenor for the College level monitoring committee. In the case of university teaching department, the academic coordinator will be a faculty nominated by the head of the department for the above purpose.
- 1.5 “*Course*” comprises papers which are taught and evaluated within a programme, including lectures/ tutorials, laboratory work, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, presentations, self-study, internship, etc., or a combination of some of these elements.
- 1.6 “*Choice-Based Credit System (CBCSS)*” means the system wherein students have the option to select courses from the prescribed list of courses; and wherein the requirements for awarding a degree, diploma, and certificate are prescribed in terms of the number of credits to be earned.
- 1.7 “*Institutional-level academic committee*” means a committee constituted for the FYUGP at the college level comprising the Principal as Chairperson and the Academic Coordinator as Convener
- 1.8 “*Department*” means any teaching department in a college offering courses of study approved by the University as per the Statutes and the Act of the University and it also includes a department, centre, or school of teaching and research conducted directly by



the University.

- 1.9 “*Department Coordinator*” includes a teacher nominated by a Department Committee to co-ordinate all the necessary work related to KU-FYUGP undertaken in that department, including continuous evaluation.
- 1.10 “*Department Council*” means the body of all teachers of a department in a college.
- 1.11 ‘*Faculty Adviser*’ means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- 1.12 “*Graduate Attributes*’: means the qualities and characteristics possessed by the graduates of a programme of study at the Higher Education Institution, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The university shall specify its graduate attributes for each programme.
- 1.13 “*Programme*” means the entire duration of the educational process including the evaluation leading to the award of a degree, and having a well-defined programme-specific outcome.
- 1.14 “*Regulatory Body*” means the University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, and it includes Medical Council of India (MCI), Pharmacy Council of India (PCI), and Indian Council for Agricultural Research (ICAR), Bar Council of India, Council of Architecture, National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA);
- 1.15 “*University*” means any University in the state established by an Act of the State Legislature.
- 1.16 ‘Letter Grade’ or simply ‘Grade’ in a course is a letter symbol (O, A+, A, B+, B, C, P, F, I and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on his/her performance in various examinations.
- 1.17 Each letter grade is assigned a ‘Grade point’ (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means a point given to a letter grade on 10-point scale.
- 1.18 ‘Semester Grade Point Average’ (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester ‘Credit

Point'(P) of a course is the value obtained by multiplying the grade point (G) by the credit

(C) of the course:  $P=G \times C$

- 1.19 'Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to three decimal places.
- 1.20 'Grade Card' means the printed record of students' performance, awarded to him/her.
- 1.21 Course faculty: A faculty member nominated by the Head of the Department shall be in charge of running a particular course in a particular semester of KU-FYUG programme.
- 1.22 'Discipline Specific Signature Courses' (DSS)/Skill Specific Signature courses are the specialized elective courses or skill courses designed and offered by the regular/adhoc/visiting/emeritus/adjunct faculty member of a particular college with the prior approval of the BOS/Academic Council of the university/institute.

### **3.2 Features and Objectives of KU-FYUGP.**

- 1.1 The features, meaning, and purpose of KU-FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Undergraduate Curriculum Framework (KSUCF).
- 1.2 The Kannur University FYUGP curriculum aims at the following:
  - 1.2.1 To increase access to higher education ensuring social justice and equity besides fostering scientific temper, secularism, and democracy.
  - 1.2.2 To improve the quality of higher education at all levels of research, teaching, and learning.
  - 1.2.3 To strengthen the knowledge society and contribute towards economic growth by means of increased innovation, entrepreneurship, and dynamism.
  - 1.2.4 To empower the knowledge society with social perception, multicultural adaptability, plurality, inclusiveness, solidarity and cooperation
  - 1.2.5 To provide student centric education thereby heading towards a people centered knowledge society.
  - 1.2.6 To promote interdisciplinary and multidisciplinary learning and research.
  - 1.2.7 To provide enormous opportunities for flexibility and choices for student learning and research through network and collaboration.
  - 1.2.8 To promote and emphasize learning by doing through self- engagement, assignments, seminars, practical workshops, and credit internships.

- 1.2.9 To promote critical thinking as learning philosophy as well as methodology.
- 1.2.10 To adapt new technologies and practices to improve the quality of learning and promote self-directed and curiosity-driven learning.
- 1.2.11 To design courses aligned with clear learning outcomes for developing student knowledge, skill, and competency to adopt a pedagogical approach based on OBE.
- 1.2.12 To consider assessment as an integrated and collaborative learning experience and employ effective assessment strategies and tools based on expected learning outcomes.
- 1.3 The practice of lateral entry of students to various years exists, but an exit with a Degree shall be awarded only upon successful completion of the third year.
- 1.4 KU-FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honors), and (c) 4-year UG Degree (Honors with Research).
- 1.5 Students who choose to exit after 3 years shall be awarded a UG Degree in their respective Major Discipline after the successful completion of the required minimum of Courses of 133 credits (133).
- 1.6 A four-year UG Honors Degree with Research in the Major Discipline shall be awarded to those who complete the KU-FYUGP with a specific number of Courses of 177 credits including 12 credits from a graduate project /dissertation in their major discipline. Students who aspire to pursue research as a career may opt for Honours with a research stream in the fourth year.
- 1.7 A 4-year UG Honors Degree in the Discipline/ Disciplines shall be awarded to those who complete the KU-FYUGP with a specific number of Courses with 177 credits including an optional graduate project/ dissertation of 8 credits in their major discipline.
- 1.8 The recognized research departments/ departments with at least two faculty with PhD may be permitted to offer the honors with research program
- 1.9 The number of seats for the Honors with research shall be determined as per the availability of eligible faculty.
- 1.10 The selection criteria for Honors with research stream shall be in accordance with the guidelines of UGC or as approved by Kannur University. Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honors with Research stream in the fourth year.
- 1.11 Students who have chosen the honours with research stream shall be mentored by a faculty with a PhD.

- 1.12 The mentor shall prescribe suitable advanced-level courses for a minimum of credits to be taken within the institutions along with the papers on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.
- 1.13 These students who have opted for the honors with research should complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 12 credits under a faculty member of the University/College. The research shall be in the Major/allied discipline.
- 1.14 The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
- 1.15 The proposed KU-FYUGP curriculum shall comprise Three Broad Parts:
  - a) Foundation Components, b) Discipline Specific Pathway components (Major/Minor), and c) Discipline Specific Capstone Components.
- 1.16 The Foundation component of the KU-FYUGP shall consist of a set of general courses and a set of discipline-specific courses.
- 1.17 General Foundation Courses shall be common for all students and shall be:
  - 1.17.1 Grouped into 4 major baskets as Ability Enhancement courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-disciplinary Courses (MDC).
  - 1.17.2 Discipline-Specific Courses shall include Discipline-Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.
- 1.18 Discipline-Specific Foundation Courses shall focus on foundational theories, perspectives, principles, methods, and critical thinking essential for taking up advanced Courses. Preferably practical courses shall not be included in discipline-specific foundation courses. However, in the case of courses like music, physical education, and other vocational courses or as justified by the respective Board of Studies, where practical components are deemed necessary for the foundation, they may be incorporated.
- 1.19 Ability Enhancement Courses shall be designed specifically to achieve competency in Modern Indian Language (MIL), and other world languages as per the student's choice along with the English language with special emphasis on language and communication skills.

- 1.20 The Modern Indian Language (MIL) or Other Language (OL) courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading and academic writing skills, expository as well as the cultural and intellectual heritage of the language chosen.
- 1.21 Multi-disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social sciences, Humanities, and Liberal Arts. All UG students shall be required to complete three introductory-level MDCs relating to any of the broad disciplines and it shall be mandatory for all students to take one MDC in the Kerala Knowledge system. Students shall opt for the remaining two MDCs in any of the disciplines other than their chosen major discipline.
- 1.22 Skill Enhancement Courses (SEC) shall be designed to enhance workplace skills such as Creativity, Critical Thinking, Communication, and collaboration—21st-century skills.
- 1.23 The curriculum of the SEC should be designed in a manner that at the end of year- 1, year 2, year 3, and year 4 students can meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF)
- 1.24 The progressive curriculum proposed shall systematically develop the knowledge and skills required, starting with novice problem solvers at the programme's entry level and progressing to expert problem solvers by the time of graduation
- 1.25 The students should acquire the ability for well-defined problem-solving at the end of the first year and the ability to solve broadly defined problems at the end of the second year, and they should be able to demonstrate the ability to solve complex problems that require multidisciplinary skills at the end of the third year.
- 1.26 During the fourth year, the students shall engage in workplace problem- solving through projects and research experiences, which will help them develop adequate skills suitable for their higher education or entrepreneurship.
- 1.27 Value Added Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.
- 1.28 Discipline Specific Pathway Components (Major/Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Major courses, Minor courses and Optional Courses.
- 1.29 Minor Component Courses (MCC) should be selected from other disciplines that may supplement or complement the Main Courses (disciplinary-specific core courses or discipline-specific elective courses), but MCC shall not be from the student's major

discipline.

- 1.30 Each Board of Studies (BOS) shall identify specific courses or baskets of courses designed by other Boards of Studies towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/interdisciplinary minors and skill-based Courses related to a chosen vocational education programme.
- 1.31 Students who complete enough courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.
- 1.32 A student shall declare choice of the minor and vocational stream at the end of the second semester.
- 1.33 Major components shall be the focus of study. By selecting a major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
- 1.34 Students shall be permitted to change their major within the broad spectrum at the end of the second semester after completing by giving them sufficient time to explore interdisciplinary courses during the first year.
- 1.35 Change of major and minor will be offered to disciplines where student has completed at least one course of three credits during the first and second semester.
- 1.36 Major components consist of three types: Discipline Specific Core, Discipline Specific Elective Courses, and the research/laboratory/fieldwork.
- 1.37 The capstone -level courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.
- 1.38 Major specialization shall include courses focused on a specific area of study attached to a specific major, which could be an elective course. They shall include research methodology as well.
- 1.39 All students shall undergo a Field Trip/Summer Internship/Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or research institutions.
- 1.40 Students shall be provided with opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/Boards, elected representatives to the parliament/state assembly/panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their

employability.

- 1.41 Social Activities shall include participation in National Service Scheme (NSS), Sports and games, arts, participation in university/college union related activities (for respective elected /nominated members), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the University.
- 1.42 Options shall be made available for students to earn credit by completing quality assured remote learning modes, including online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) or other online educational platform approved by the board of studies from time to time.
- 1.43 Students can earn a maximum of 12 credits through online courses.
- 1.44 The University shall advise the students to opt for such Online/MOOC Courses that have a comprehensive graded evaluation with proper grades and grade points.
- 1.45 Students can earn a maximum of 12 credits from courses offered by other recognized institutions (including online courses) in the eight semesters.

### **3.3 Eligibility for Admission and reservation of seats.**

- 1.1 The eligibility for admissions and reservation of seats for various KU- FYUGP shall be by the norms /rules made by the Government/ University from time to time.
- 1.2 No student shall be eligible for admission to KU-FYUGP in any of the disciplines unless he/she has completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.
- 1.3 Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The college shall provide all students with a brochure detailing the courses offered by the various departments under the various programmes, the eligibility criteria and the number of seats sanctioned by the University for each programme.
- 1.4 The students at the end of second semester may be permitted to change their major programme of study. Based on the availability of seats and infrastructure facilities the students may be permitted to opt any discipline which he/she had studied during the first two semesters as discipline-specific foundation courses/multidisciplinary foundation courses. If the student switches his/her major to a discipline in which an MDC has been done he/she will have to do additional DSC courses in the new discipline to acquire the required minimum credits.
- 1.5 Students shall be allowed to transfer their major programmes, if required, to a maximum

of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the institution

- 1.6 During the time of admission each student may be provided with a unique higher education student ID which may be advised to link with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well
- 1.7 Depending upon the availability of academic and infrastructural facilities, the institution may also admit a certain number of students who are registered for particular programmes in each semester, from the 3rd or 5th semester, by transfer method, if required, from other institutions subject to conditions as may be issued by the university.
- 1.8 The HEI can also enrol students from other recognized HEI who are already registered for a particular programme there, either through regular/online/distance mode irrespective of the nature of programme (aided/self-finance/autonomous), in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities. On successful completion of the course the credits may be transferred through the Academic Bank of Credit, or it may be communicated to the university against the unique ID provided by the university at the time of admission.

#### 4. FYUGP- BSW Programme Specific Outcomes (PSOs)

Programme Specific Outcomes of Four Year BSW Programme are about the knowledge, skills, attributes, and approaches that the students are expected to achieve upon completion of the programme. PSOs are also prepared in line with the objectives of BSW programme. PSOs play a crucial role in molding the students to satisfy the competencies required for practicing social work in various settings.

1. **Comprehensive Social Work Skills and Competence:** This PSO aims to demonstrate knowledge and competence in applying social work theories, methods, skills, techniques, principles, and values to address diverse social issues, promote social justice, and empower the Society to live better.
2. **Critical Thinking, Analysis and Problem-Solving:** Develop the ability for critical thinking and analysis based on factual evidences, ability in problem-solving, and effective management in the context of social work.
3. **Interdisciplinary Networking and Collaboration:** Develop a broad understanding of interdisciplinary collaborations and acquire knowledge and skills in practicing social work through networking and collaboration with organisations/institutions of various disciplines towards effectively addressing the issues the social workers deal with.
4. **Cultural Competence in Social Work Practice:** Practice social work in diverse cultural contexts, demonstrating cultural awareness and competence in cross-cultural settings.
5. **Participatory Approaches and Advocacy for Inclusive & Sustainable Development and Social Justice:** Cultivate knowledge, skills and strategies to practice stakeholder participatory approaches and advocacy for ensuring inclusive & sustainable development, social & environmental justice and empowering vulnerable sections of the society.
6. **Global Perspective in Social Work:** Develop proper understanding of contemporary practices of social work internationally to practice social work on an international scale.



## 5. PROGRAMME STRUCTURE

The FYUGP – BSW programme shall include:

### 5.1 Duration of programmes, credits requirements and options-

- (1) In the programmes, the emphasis is on credits rather than a fixed duration, allowing for different lengths/durations of programmes.
- (2) Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the programme shall not exceed 8 years.
- (3) Candidates who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters (where N is the number of semesters in an undergraduate/postgraduate programme).
- (4) The candidates may complete both the undergraduate programmes in slower pace, -they may pursue the three years or six semester programmes in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programmes in 5 to 6 years (10 to 12 semesters).
- (5) For students who crossed 6 semesters at a slower pace, the requirement of 16 credits from the institutions where they enrolled may be relaxed.
- (6) The higher education institutions shall admit candidates not only for programmes, but also for subjects or courses.

**5.2 Credit Structure:** -The proposed number of credits per course and their distribution for the undergraduate programmes are given below-

- (1) One hour of lecture or tutorial or a minimum of two hours of lab work, practical work, or field work per week is given one credit.
- (2) One credit in a semester should be designed for 15 hours of lectures or tutorials or 30 hours of practicum plus 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
- (3) A one-credit seminar or internship or studio activities or field practice/projects or Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)
- (4) A course will have a combination of lecture credits, tutorial credits, and practicum credits.
- (5) Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- (6) All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits
- (7) For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or

four hours per week.

- (8) All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
- (9) Summer Internship, Apprenticeship, Community outreach activities, etc. shall require sixty hours of engagement to acquire one credit.
- (10) A student shall have the option of acquiring extra credits to a maximum of 240 credits for a 4-year (8-semester) UG program.
- (11) A student shall have the option of acquiring extra credits to a maximum of 180 credits for a 6-semester UG program.
- (12) Courses up to a maximum of 25 credits shall be designed for each programme in each semester with the available teaching hours for each semester. If there are no sufficient teaching hours online courses for equivalent level may be prescribed by the department
- (13) A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- (14) Maximum number of credits that a student can take per semester shall be restricted to 30.
- (15) For a four- credit lecture course, 60 hours of lecture or tutorial class shall be assured as a mandatory requirement for the completion of that course.
- (16) An academic year shall consist of 200 working days; one semester consists of 90 working days including examinations; and an academic year consists of two semesters and an optional summer fast track semester.
- (17) Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for exams, including internal examination evaluations and other academic activities.
- (18) The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching hours and 1 tutorial hour could be made available for a day in a 5-day week so that a total of 450 instructional hours (teaching plus tutorial hours) will be available in a semester.
- (19) For the effective implementation of KU-FYUGP, a system of flexible timings and timetables shall be provided for the students and teachers as per the choice of each college.
- (20) Library and laboratory facilities shall be accessible for the students for at least ~~16~~ hours in addition to regular academic timings.
- (21) The students will get the support of the campus facilities for a minimum of 48 hours a week, out of which a maximum of 22 to 25 hours shall be devoted to contact classes and

the rest of the time for other activities.

- (22) Field Practicum is equally important to class room theoretical learning in Social Work as it is a practice-based profession. So, the students require the regular support of the faculties in clearing their doubts that come across during field practicum and getting suggestions for improving the field practicum. For this, at least one teaching hour of each faculty of the social work department who are supervising the students in their field practicum, in a week should be earmarked for field practicum conferences and this has to be included in the time table.

### **5.3 Course structure-**

The consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows-

#### **5.3.1 General foundation Courses.**

It is mandatory for all students who enroll in an FYUG degree programme to acquire 39 credits from general foundation courses, which are classified into four different sub-categories (approximately 30% credit is decided for the three-year programme)

The Suggested credit distribution for each of the sub-categories of General foundation courses is given below-

a.	Ability Enhancement Courses (AEC)	12 credits
b.	Skill Enhancement Courses (SEC)	9 credits
c.	Value Added Courses (VAC)	9 credits
d.	Multi-disciplinary Courses (MDC)	9 credits

#### **5.3.2 Discipline Specific Foundation and Pathway courses for 3-year Degree.-**

The student who wishes to exit with a degree after three years needs to acquire 94 credits from Discipline- specific foundation and pathway courses which is approximately 70% of the credit that has been decided for the three-year programme.

The suggested credit distribution for each of the sub-categories of Discipline-Specific Courses is given below. Based on the student's choice of the pathway the number of credits under major and minor may vary.

a.	Major pathway courses	68 credits
b.	Minor pathway course	24 credits
c.	Internship	2 credits

### **5.3.3 Discipline Specific foundation and pathway courses for four-year Honours Degree.**

Students shall successfully complete 39 credits from General foundation courses and 94 credits from discipline specific foundation and pathway courses as described above to enter for the fourth year for the honours programme.

The student who enters the honours programme after successfully acquiring 133 credits is required to earn an additional 44 credits within one year from the discipline specific capstone components, minor components and the research project.

The suggested credit distribution for each of the sub-categories of different levels of courses for fourth year is given below-

a.	Major pathway/capstone courses	20 credits
b.	Minor pathway courses	12 credits
c.	Research project	12 credits

### **5. 4 Course Registration.**

- i. Each department shall publish well in advance the relevant details of courses offered, such as the name, level, expected outcomes, time slot, and names of faculty members.
- ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
- iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration using the prescribed registration form within one week from the commencement of each semester.
- iv. The number of credits that a student can take in a semester is governed by the provisions in these regulations, subject to a minimum of 16 and a maximum of 30 credits.
- v. A student can opt out of a course or courses registered, subject to the minimum credit/course requirement, if he/she feels that he/she has registered for more Courses than he/she can handle, within thirty days from the commencement of the semester.
- vi. The college shall publish a list of the students registered for each course along with the chosen programmes, and repeat/reappearance courses, if any, and shall forward the same to the university.

### **5.5 Academic Level of courses**

The design of courses in various fields, aligned with the provisions of the regulations, shall be the responsibility of the Board of Studies. Courses shall be categorized and coded based on the learning outcomes, level of difficulty, and academic rigour.

- (1) Foundation Courses are intended to acquire fundamental understanding and basic knowledge of subjects and help students to decide on the subject or discipline of their interest. Discipline Specific Foundation courses shall be between 100 to 199 level as per the National Higher Education Qualification Framework (NHEQF)
- (2) Intermediate-level courses are subject-specific and are intended to meet the requirements of minor or major areas of learning. These courses shall be between 200 to 299 as per NHEQF.
- (3) Higher level courses are required for majoring in a discipline / interdisciplinary area, which come under 300 to 399 level as per NHEQF.
- (4) Advanced Courses – These are specialized capstone courses including research projects and specialization courses meeting the level of 400 to 499 as per NHEQF.

### Academic level of Discipline-Specific Pathway Courses

Sl No	Academic Level	Nature of Courses	Implementation in KU-FYUGP	
			Semesters	Minimum Credits
1	0-99	Prerequisites for foundation courses	-	-
2	100-199	Foundation Courses	1&2	24
3	200-299	Intermediate level courses	3&4	28
4	300-399	Higher level courses	5&6	42*
5	400-499	Advanced level courses	7&8	44**

\*Out of 42 credit, 2 credits are from internship

\*\*In the case of a pathway with a minor, 12 credits out of 44 can be of 300-399 level courses

### 5.6. Academic Pathway

Pathway is defined by a specific combination of Discipline-Specific Courses (DSC). The FYUGP BSW programme has **Single Major Pathway**. This pathway is for an in-depth study in social work discipline.

The students shall be awarded a UG Degree in Social Work if they secure minimum **68 credits in the Major discipline of social work from 17 courses** (50% of the total credits of 133 required for the three-year programme), out of which 10 courses should be above level 300.

Out of the remaining 26 credits required from discipline-specific courses in the first three years, the 2 credits from Internship should be in the Major discipline and 24 credits can be from any 6 discipline-specific courses other than the major discipline.

If the students continue to the fourth year of KU-FYUGP, to be eligible for a UG Degree (Honours) in the Major discipline, they should earn a further 32 credits in that Major discipline from Advanced level courses or project, and an additional 12 credits from any discipline.

### 5.7 Total credit distribution for KU-FYUGP

For the first six semesters, candidates must undergo the prescribed course of study leading to the award of respective bachelor's degree; and the subsequent two semesters leading to bachelor's degree with honours / honours with research. The minimum credits required for the KU-FYUGP will be 177 credits with a minimum 133 credits for Semesters I to VI: minimum 44 credits for Semesters VII to VIII.

The credit distribution for each of the four different sub-categories of General Foundation Courses in various semesters shall be as given below:

#### Semester wise Credit distribution of General Foundation Courses

Sl. No.	Name of the General Foundation Course	No. of Courses	Required Credits	Distribution among Semesters and Disciplines in KU-FYUGP	
1	Ability Enhancement Course (AEC)	4	12	Sem I	AEC1
					AEC2
				Sem II	AEC3
					AEC4
2	Multi-Disciplinary Course (MDC)	3	9	Sem I	MDC1
				Sem II	MDC2
				Sem III	MDC3 (KS)
3	Value-Added Course (VAC)	3	9	Sem III	VAC1
				Sem IV	VAC2, VAC 3
4	Skill Enhancement Course (SEC)	3	9	Sem IV	SEC1
				Sem V	SEC2
				Sem VI	SEC3
	Total in the first three years of KU-FYUGP	13	39		

\* The foundation courses can be flexibly taken in any of the semesters fulfilling the requirement of 39 credits

\***Ability Enhancement Course:** AEC1 & AEC 3 shall be offered by English Discipline and AEC 2 & AEC 4 shall be offered by other languages.

\* **Multidisciplinary Courses:** MDC 1 and MDC 2 shall be offered by all disciplines and MDC 3 in Kerala Specific content shall be offered by language disciplines only.

\***Value Added Courses:** Value added courses shall be offered by all disciplines.

\***Skill Enhancement Courses:** Skill Enhancement Courses shall also be offered by all disciplines

## 5.8 Courses in FYUGP-BSW

### 5.8.1 Consolidated List of Courses and Credits

Sl. No.	Categorization of Courses for all programmes	3-year UG		4-year UG	
		Minimum number of Courses required	Minimum number of Credits required	Minimum number of Courses required	Minimum number of Credits required
1.	Major	17	68	22	88
2.	Minor (for those with Minor pathway)	6	24	8	32
3.	Multi-disciplinary Courses (MDC)	3	9	3	9
4.	Skill Enhancement Courses (SEC)	3	9	3	9
5.	Ability Enhancement Courses (AEC)	4	12	4	12
6.	Value Added Courses (VAC)	3	9	3	9
7.	Internship	-	2	-	2
8.	Research Project	-	-	-	12
	or Optional Project + One Major Course	-	-	(1)	(8 + 4)
	or Three Major Courses instead of Optional Project	-	-	3	(12)
9	An Additional Course in Major / Minor / any other discipline	-	-	1	4
	Total	36	133	47	177

### 5.8.2 Minimum Credit Requirements of the Three-Year Programme in FYUGP-

#### BSW

Sl. No.	Academic Pathway	Major (17 Courses)	Minor/ Other Disciplines (6 Courses)	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Internship	Total Credits
		Each course has 4 credits		Each course has 3 credits		
1	Single Major (A)	68	24	39	2	133

### 5.8.3 Credit requirement for Discipline-Specific Courses in the Fourth Year of KU-FYUGP

Semester	Nature of the Discipline-Specific Course	No. of Courses	Required Credits
VII	Five PG level courses (level 400 & above) in the Major Discipline (Since Social Work is a practice-based profession, out of the 5 courses 1 may be Field Practicum)	5	20
VIII	(i) Three PG level courses (level 400 & above) in the Major discipline (for Honours); or (ii) One Major course of level 400 & above + One 8-credit Project in the Major discipline (for Honours); or (iii) One 12-credit Research Project in the Major discipline (for Honours with Research) (iv) In the case of Honours students who go to another institution for doing the Project, the remaining Major courses can be in the online mode or in the in person mode from where the project is being done	3	12



	(i) Three Minor Pathway Courses of level 300 & above /level 400 & above. or (ii) Three courses in Major discipline of level 400 & above. or (iii) Two courses in Minor discipline + One course in Major / any other discipline. or (iv) Three courses in any other discipline of level 300 & above / level 400 & above. or (v) Two courses in Major / Minor / any other discipline + One course in research methodology (vi) Two of these courses can be in the online mode. These online courses can be taken either in semester VII or in semester VIII, but their credits shall be added to the student's account only in semester VIII. (vii) For those students who go to another institution for doing the Project, all these three courses can be in the online mode or in the in-person mode from the institution where the Project is being done.	3	12
	<b>Total in fourth year of FYUGP</b>	<b>11</b>	<b>44</b>

**5.9 Consolidated List of Semester wise Courses offered with Credits, Total Hours and Marks (Excluding details Ability Enhancement Courses provided by Language Discipline)**

**{Discipline Specific Course (DSC), Discipline Specific Elective (DSE), Multi-Disciplinary Course (MDC), Value Added Course (VAC) and Skill Enhancement Course (SEC)}**

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
I	DSC (A1)	KU1DSCBSW101	Introduction to Social Work	4	60	30	70	100
	DSC (B1)	KU1DSCBSW102	Sociology for Social Work	4	60	30	70	100
	DSC (C1)	KU1DSCBSW103	Sustainable development	4	60	30	70	100
	MDC1	KU1MDCBSW104	Introduction to Economics for Social Work Practice	3	45	25	50	75
	<b>Sem Total</b>			<b>15</b>		<b>115</b>	<b>260</b>	<b>375</b>
II	DSC (A2)	KU2DSCBSW105	Methods and Fields of Social Work	4	60	30	70	100
	DSC (B2)	KU2DSCBSW106	Basic Concepts of Human Behaviour	4	60	30	70	100
	DSC (C2)	KU2DSCBSW107	Professional knowledge, skills and techniques for field practicum	4	60	30	70	100

	MDC2	KU2MDCBSW108	Disaster Management	3	45	25	50	75
	<b>Sem Total</b>			<b>15</b>		<b>115</b>	<b>260</b>	<b>375</b>
III	DSC (A3)	KU3DSCBSW201	Social Work with individuals and families	4	60	30	70	100
	DSC (A4)	KU3DSCBSW202	Community Living Exposure-Field practicum (Lab 1)	4	120	40	60	100
	DSC (B3)	KU3DSCBSW203	Environment and Natural resource management	4	60	30	70	100
	DSC (C3)	KU3DSCBSW204	Indian Constitution and Human Rights	4	60	30	70	100
	MDC3	KU3MDCBSW205	Social Entrepreneurship	3	45	25	50	75
	VAC1	KU3VACBSW206	Gender perspective in Social Work	3	45	25	50	75
	<b>Sem Total</b>			<b>22</b>		<b>180</b>	<b>370</b>	<b>550</b>
IV	DSC(A5)	KU4DSCBSW207	Social Work with Groups	4	60	30	70	100
	DSC(A6)	KU4DSCBSW208	Social Work with Communities and Social Action	4	60	30	70	100
	DSC(A7)	KU4DSCBSW209	Field practicum in Local Development Institutions (Lab 2)	4	120	40	60	100
	SEC1	KU4SECBSW210	Digital literacy for Social Work	3	45	25	50	75
	VAC2	KU4VACBSW211	Cultural diversity and social work practice	3	45	25	50	75
	VAC3	KU4VACBSW212	Health and wellbeing	3	45	25	50	75
	<b>Sem Total</b>			<b>21</b>		<b>175</b>	<b>350</b>	<b>525</b>
V	DSC(A8)	KU5DSCBSW301	Social Work Research	4	60	30	70	100
	DSC(A9)	KU5DSCBSW302	Field Practicum in professional NGOs (Lab 3)	4	120	40	60	100
	DSC(A10)	KU5DSCBSW303	Field Practicum National Social Work Exposure (Lab 4)	4	120	40	60	100
	DSE(A11)	KU5DSEBSW304	Social Welfare Administration	4	60	30	70	100
	DSE(A12)	KU5DSEBSW305	Social Work with Disability and Elderly	4	60	30	70	100
	SEC 2	KU5SECBSW306	Life Skill Education	3	45	25	50	75
	<b>Sem Total</b>			<b>23</b>		<b>195</b>	<b>380</b>	<b>575</b>
VI	DSC(A13)	KU6DSCBSW307	Participatory Project Planning and Implementation	4	60	30	70	100
	DSC(A14)	KU6DSCBSW308	Dynamics of Social Behavior	4	60	30	70	100
	DSC(A15)	KU6DSCBSW309	Field practicum with vulnerable sections (Lab 5)	4	120	40	60	100
	DSE(A16)	KU6DSEBSW310	Social Legislation	4	60	30	70	100
	DSE(A17)	KU6DSEBSW311	Local Self Governance	4	60	30	70	100
	SEC3	KU6SECBSW312	Basic Counselling skills for social workers	3	45	25	50	75
	Internship	KU6INTBSW313	Project-based internship (Lab 6)	2	120	15	35	50
	<b>Sem Total</b>			<b>25</b>		<b>200</b>	<b>425</b>	<b>625</b>
	<b>Grand total for 3 Year (Exit with Degree)</b>			<b>121</b> <i>(With 12 Credits AEC, total is 133)</i>		<b>980</b>	<b>2045</b>	<b>3025</b>

VII	DSC(A18)	KU7DSCBSW401	Human Growth and Development	4	60	30	70	100
	DSC(A19)	KU7DSCBSW402	Qualitative & Quantitative Research Methods and Statistical Techniques	4	60	30	70	100
	DSC(A20)	KU7DSCBSW403	Field Practicum (Lab 7, Block)	4	120	40	60	100
	DSC(A21)	KU7DSCBSW404	Dynamics of Abnormal Behaviour	4	60	30	70	100
	DSC(A22)	KU7DSCBSW405	Human Resource Management	4	60	30	70	100
	DSC(A23)*	KU7DSCBSW406	Youth Development	4	60	30	70	100
	DSC(A24)*	KU7DSCBSW407	Organisational Behaviour and Industrial Relations	4	60	30	70	100
	<b>Sem Total (5 Courses)</b>			<b>20</b>		<b>160</b>	<b>340</b>	<b>500</b>
VIII	DSC (A25)	KU8DSCBSW408	Social Work Practice in medical and Psychiatric settings	4	60	30	70	100
	DSC (A26)	KU8DSCBSW409	Social Work Practice in Community Development	4	60	30	70	100
	DSC (A27)	KU8DSCBSW410	Social Work Practice in Family and Child Welfare	4	60	30	70	100
	DSC (A28)	KU8DSCBSW411	Corporate Social Responsibility	4	60	30	70	100
	DSC (A29)	KU8DSCBSW412	Palliative Care Social Work	4	60	30	70	100
	DSC (A30)	KU8DSCBSW413	School social work and career guidance	4	60	30	70	100
	Capstone Internship in Major Discipline (Project)	KU8CIPBSW414	Capstone Internship Project (Field Practicum Lab 8) (Only for BSW with Honours as Optional)	8	240	60	140	200
	Research Project in Major Discipline	KU8RPHBSW415	Research Project (Only for & Mandatory for BSW Honours with Research)	12	During the semester	90	210	300
	<b>Sem Total (6 Courses)</b>			<b>24</b>				
<b>Total for 4<sup>th</sup> Year</b>			<b>44</b>					
<b>Grand Total Credits for FYUGP</b>			<b>177</b>					

***PS: The student also should learn the Ability Enhancement Course 1 & 3 (English) and 2&4 (Other Languages) offered by languages disciplines in Semester I & II. Its marks (CE & ESE are not included in the above table)***

## 5.9 (A) List of Category wise Courses in each Semester with Credits, Total Hours and Maks

### 1. Discipline Specific Course (DSC)

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
I	DSC (A1)	KU1DSCBSW101	Introduction to Social Work	4	60	30	70	100
	DSC (B1)	KU1DSCBSW102	Sociology for Social Work	4	60	30	70	100
	DSC (C1)	KU1DSCBSW103	Sustainable development	4	60	30	70	100
II	DSC (A2)	KU2DSCBSW105	Methods and Fields of Social Work	4	60	30	70	100
	DSC (B2)	KU2DSCBSW106	Basic Concepts of Human Behaviour	4	60	30	70	100
	DSC (C2)	KU2DSCBSW107	Professional knowledge, skills and techniques for field practicum	4	60	30	70	100
III	DSC (A3)	KU3DSCBSW201	Social Work with individuals and families	4	60	30	70	100
	DSC (A4)	KU3DSCBSW202	Community Living Exposure-Field practicum (Lab 1)	4	120	40	60	100
	DSC (B3)	KU3DSCBSW203	Environment and Natural resource management	4	60	30	70	100
	DSC (C3)	KU3DSCBSW204	Indian Constitution and Human Rights	4	60	30	70	100
IV	DSC(A5)	KU4DSCBSW207	Social Work with Groups	4	60	30	70	100
	DSC(A6)	KU4DSCBSW208	Social Work with Communities and Social Action	4	60	30	70	100
	DSC(A7)	KU4DSCBSW209	Field practicum in Local Development Institutions (Lab 2)	4	120	40	60	100
V	DSC(A8)	KU5DSCBSW301	Social Work Research	4	60	30	70	100
	DSC(A9)	KU5DSCBSW302	Field Practicum in professional NGOs (Lab 3)	4	120	40	60	100
	DSC(A10)	KU5DSCBSW303	Field Practicum National Social Work Exposure (Lab 4)	4	120	40	60	100
VI	DSC(A13)	KU6DSCBSW307	Participatory Project Planning and Implementation	4	60	30	70	100
	DSC(A14)	KU6DSCBSW308	Dynamics of Social Behavior	4	60	30	70	100
	DSC(A15)	KU6DSCBSW309	Field practicum with vulnerable sections (Lab 5)	4	120	40	60	100
	Internship	KU6INTBSW313	Project-based internship (Lab 6)	2	120	15	35	50
VII	DSC(A18)	KU7DSCBSW401	Human Growth and Development	4	60	30	70	100
	DSC(A19)	KU7DSCBSW402	Qualitative & Quantitative Research Methods and Statistical Techniques	4	60	30	70	100
	DSC(A20)	KU7DSCBSW403	Field Practicum (Lab 7, Block)	4	120	40	60	100
	DSC(A21)	KU7DSCBSW404	Dynamics of Abnormal Behaviour	4	60	30	70	100
	DSC(A22)	KU7DSCBSW405	Human Resource Management	4	60	30	70	100
	DSC(A23)*	KU7DSCBSW406	Youth Development	4	60	30	70	100
	DSC(A24)*	KU7DSCBSW407	Organisational Behaviour and Industrial Relations	4	60	30	70	100
VIII	DSC (A25)	KU8DSCBSW408	Social Work Practice in medical and Psychiatric settings	4	60	30	70	100

	DSC (A26)	KU8DSCBSW409	Social Work Practice in Community Development	4	60	30	70	100
	DSC (A27)	KU8DSCBSW410	Social Work Practice in Family and Child Welfare	4	60	30	70	100
	DSC (A28)	KU8DSCBSW411	Corporate Social Responsibility	4	60	30	70	100
	DSC (A29)	KU8DSCBSW412	Palliative Care Social Work	4	60	30	70	100
	DSC (A30)	KU8DSCBSW413	School social work and career guidance	4	60	30	70	100
	Capstone Internship project in Major Discipline	KU8CIPBSW414	Capstone Internship (Field Practicum Lab 8) (Only for BSW with Honours as Optional)	8	240	60	140	200
	Research Project in Major Discipline	KU8RPHBSW415	Research Project (Only for & Mandatory for BSW Honours with Research)	12	During the semester	90	210	300

**\*CE and ESE segregated total marks for the courses in 8<sup>th</sup> semester depend to the course selection by the student in accordance with her/his exit option**

### 2. Discipline Specific Elective (DSE)

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
V	DSE (A11)	KU5DSEBSW304	Social Welfare Administration	4	60	30	70	100
	DSE(A12)	KU5DSEBSW305	Social Work with Disability and Elderly	4	60	30	70	100
VI	DSE(A16)	KU6DSEBSW310	Social Legislation	4	120	30	70	100
	DSE(A17)	KU6DSEBSW311	Local Self Governance	4	60	30	70	100

### 3. Multi-Disciplinary Course (MDC)

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
I	MDC1	KU1MDCBSW104	Introduction to Economics for Social Work Practice	3	45	25	50	100
II	MDC2	KU2MDCBSW108	Disaster Management	3	45	25	50	100
III	MDC3	KU3MDCBSW205	Social Entrepreneurship	3	45	25	50	100

### 4. Value Added Course (VAC)

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
III	VAC1	KU3VACBSW206	Gender perspective in Social Work	3	45	25	50	100
IV	VAC2	KU4VACBSW211	Cultural diversity and social work practice	3	45	25	50	100
	VAC3	KU4VACBSW212	Health and wellbeing	3	45	25	50	100

### 5. Skill Enhancement Course (SEC)

Semester	Course Category	Course Code	Course Name	Credits	Hours	Marks		
						CE	ESE	Total
IV	SEC1	KU4SECBSW210	Digital literacy for Social Work	3	45	25	50	100
V	SEC2	KU4SECBSW306	Life Skill Education	3	45	25	50	100
VI	SEC 3	KU6SECBSW312	Basic Counselling skills for social workers	3	45	25	50	100

### 6. Ability Enhancement Courses (AEC)

Two Each AECs in Semester I & II (Total 4) which are of 3 credits each and with CE-25 and ESC -50 will be provided by language disciplines

#### 5.10 Assessment and Evaluation of FYUGP- Social Work

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

*Refer to 18.9.21 of the FYUGP Regulation of KU (Page No. 42) for 4 & 3 Credits courses*

*Refer to item No.20.Evaluation of Internship of the FYUGP regulation of KU (Page No.43-44) for 2 credits internship*

*Refer to item No.21.Evaluation of Internship of the final regulation of KU (Page No. 44) for 12 Credits & 8 Credits Research Project Work*

*L= lecture/Theory, P= Practical/Practicum components, CCA=Continuous Comprehensive Assessment, ESE= End Semester Evaluation*

Course credit	Credit distribution		Mark		Lecture		P		Total Marks
	L	P	L	P	CCA	ESE	CCA	ESE	
4 Credits (Fully lecture)	4	0	100	0	30	70	0	0	100
4 Credits (Filed Practicum in FYUGP-SW)	0	4	0	100	0	0	40	60	100
3 Credits (For FYUGP-SW no practical is involved)	3	0	75	0	25	50	0	0	75
*2 Credits (internship)	0	2	0	50	0	0	15	35	50
*12 Credits Research Project (Mandatory for UG Honours with Research)	0	12	0	300	0	0	90	210	300
*8 Credits Research Project (Only for UG Honours students, optional)	0	8	0	200	0	0	60	140	200

### 5.11 Student Performance Assessment (Internal -CE & External -ESE) criteria/proforma for Field Practicum

a) Mark Share of the Field Practicum (for 4 credit courses, except National Social Work Exposure in Sem 5, Internship in 6<sup>th</sup> semester and Capstone Internship & Research project )

Total marks per course=100

CE, Total marks = 40 Marks

Sl. No.	Assessment	Maximum Marks
1	By Organisation Supervisor (It is Community Living Exposure Coordinator for Lab 1 in 3 <sup>rd</sup> Sem)	10 (Proportionate of the marks given by the organisation supervisor forms 10)
2	By Faculty Supervisor	30
<b>Total</b>		<b>40</b>

ESE (Field work seminar /Presentation cum viva)

Total Marks= 60 Marks

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Clarity, assertiveness and comprehension in presenting what was done during field practicum	10	
2	Learning and Observation by the student in line with social work methods and practice	15	
3	Communication skill	10	
4	Specific contributions/ innovation by the student in line with social work methods in the field practicum	10	
5	Answers given by the students to the questions asked	15	
<b>Total</b>		<b>60</b>	

b) Mark Share of the Field Practicum - National Social Work Exposure in Sem 5

Total marks for the course=100

CE

Total marks = 40 Marks

Sl. No.	Assessment	Maximum Marks
1	By Accompanying Faculty/s	20
2	By Faculty Supervisor	20
<b>Total</b>		<b>40</b>

**ESE (Field work seminar /Presentation cum viva)****Total Marks= 60 Marks**

SI No	Criteria	Maximum Marks	Marks Awarded
1	Clarity, assertiveness and comprehension in presenting what was done during field practicum	10	
2	Learning and Observation by the student in line with social work methods and practice	25	
3	Communication skill	10	
4	Answers given by the students to the questions asked	15	
<b>Total</b>		<b>60</b>	

**c) Mark Share of the Field Practicum -Internship in Semester 6****Total marks for the course=50****CE****Total marks = 15 Marks**

SI No	Assessment	Maximum Marks
1	By Organisation Supervisor	5 (Proportionate of the marks given by the organisation supervisor forms 5)
2	By Faculty Supervisor	10
<b>Total</b>		<b>15</b>

**ESE (Seminar /Presentation cum viva)****Total Marks= 35 Marks**

SI No	Criteria	Maximum Marks	Marks Awarded
1	Relevance of the Internship project topic/ area as far as social work is concerned	5	
2	Methodological accuracy, Observation /findings, recommendations by the student and its significance	10	
3	Clarity, assertiveness and comprehension in presenting what was done during field practicum and Communication skill	5	
4	Innovations by the student in any of the stages / steps in the process of internship in line with professional social work practice	5	
5	Answers given by the students to the questions asked	10	
<b>Total</b>		<b>35</b>	



**d) Mark Share of the Capstone Internship Project of 8 Credits (Optional for UG Honours)**

**Total marks for the course=200**

**CE**

**Total marks = 60 Marks**

<b>SI No</b>	<b>Assessment</b>	<b>Maximum Marks</b>
1	By Organisation Supervisor (If attached to any organisation)/ Faculty Supervisor (If not attached to any organisation and fully in the department)	20 (Proportionate of the marks given by the organisation supervisor forms 20)
2	By Faculty Supervisor	40
<b>Total</b>		<b>60</b>

**ESE (Project Report and Seminar /Presentation cum viva)**

**Total Marks= 140 Marks**

<b>SI No</b>	<b>Criteria</b>	<b>Maximum Marks</b>	<b>Marks Awarded</b>
1	Project Report (As per format, methodological accuracy, legibility, use of figures, authenticity, etc)	50	
2	Relevance of the Internship project topic/ area as far as social work is concerned	20	
3	Methodological accuracy, Observation /findings, recommendations by the student and its significance	20	
4	Clarity, assertiveness and comprehension in presenting what was done during field practicum and Communication skill	15	
5	Innovations by the student in any of the stages / steps in the process of internship in line with professional social work practice	15	
6	Answers given by the students to the questions asked	20	
<b>Total</b>		<b>140</b>	

**e) Mark Share of the Research Project Work in semester 8 (mandatory for UG Honours with research)**

**Total marks for the course=200**

**CE**

**Total marks = 90 Marks**

<b>SI No</b>	<b>Assessment</b>	<b>Maximum Marks</b>
1	By Organisation Supervisor (If attached to any organisation)/ Faculty Supervisor (If not attached to any organisation and fully in the department)	30 (Proportionate marks given by the organisation supervisor/ Faculty supervisor as the case may be)
2	By Faculty Supervisor (Keeping time frame, Methodological aspects, Participation in conferences, Report quality, etc)	60
<b>Total</b>		<b>90</b>

**ESE (Project Report and Seminar /Presentation cum viva)**

**Total Marks= 210 Marks**

<b>SI No</b>	<b>Criteria</b>	<b>Maximum Marks</b>	<b>Marks Awarded</b>
1	Project Report (As per format, methodological accuracy, legibility, use of figures, authenticity, etc)	100	
2	Relevance of the Internship project topic/ area as far as social work is concerned	30	
3	Methodological accuracy, Observation /findings, recommendations by the student and its significance	30	
4	Clarity, assertiveness and comprehension in presenting what was done during field practicum and Communication skill	15	
5	Innovations by the student in any of the stages / steps in the process of internship in line with professional social work practice	15	
6	Answers given by the students to the questions asked	20	
<b>Total</b>		<b>210</b>	

# Criteria for assessing the Field Practicum by the Faculty Supervisor

## a) Field Practicum, except National Social Work Exposure Course

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Student submitted the report in the prescribed format and on time	5	
2	Innovative activities undertaken by the student (Participation in planning/organizing and leadership roles played also to be considered for Community living exposure and National Social Work Exposure)	5	
3	Learning and Observation by the student in line with social work, initiatives for trouble shooting	10	
4	Application of social work methods, tools and principles in the field practicum	5	
5	Punctuality in field work conference and reporting the activity progress	5	
<b>Total</b>		<b>30</b>	

## b) National Social Work Exposure Course: By the Exposure Programme accompanying Faculty Coordinator/s (Who accompany the students)

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Discharging the duties assigned to the students (committee duties and additional as given to him/her)	5	
2	Leadership skills performed by the students & Team work	5	
3	Communication & Documentation skills	5	
4	Discipline maintained by the students to keep the dignity of professional social work	5	
<b>Total</b>		<b>20</b>	

## c) National Social Work Exposure Course: By the Faculty Supervisor

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Student submitted the report in the prescribed format and on time	5	
2	Learning and Observation by the student in line with social work	10	
3	Analytical capacity of the student in reporting the social work exposure course	5	
<b>Total</b>		<b>20</b>	

**d) Field Practicum- Internship in Sem 6: By the faculty supervisor**

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Student submitted the report in the prescribed format and on time	2	
2	Systematic organizing of the report, Methodology followed, Findings, Recommendations, Observation by the student	3	
3	Compliances by the student to the suggestions/modifications given by the supervisor for improvement and participation in FP conferences	2	
4	Analytical capacity and skill sets acquired by the student	3	
<b>Total</b>		<b>10</b>	

**d) Field Practicum- Capstone internship : By the faculty supervisor**

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Student submitted the report in the prescribed format and on time	10	
2	Systematic organizing of the report, Methodology followed, Findings, Recommendations, Observation by the student	10	
3	Compliances by the student to the suggestions/modifications given by the supervisor for improvement and participation in FP conferences	10	
4	Analytical capacity and skill sets acquired by the student	10	
<b>Total</b>		<b>40</b>	

**d) Field Practicum- Research Project: By the faculty supervisor**

Sl No	Criteria	Maximum Marks	Marks Awarded
1	Student submitted the report in the prescribed format and on time	10	
2	Systematic organizing of the report, Methodology followed, Findings, Recommendations, Observation by the student	20	
3	Compliances by the student to the suggestions/modifications given by the supervisor for improvement and participation in FP conferences	10	
4	Analytical capacity and research skills acquired by the student	20	
<b>Total</b>		<b>60</b>	

**\* Proportionate mark calculation may be done if the student conducted the student fully under the faculty supervisor in the department (ie. Not attached to any organization)**

**Student Performance Assessment criteria/proforma by the Organisations (Internal-CE)**

**a) For Field Practicum to be submitted by the Organisations to the Department (Except project-based internship and Research work)**

Title of Field Practicum:

Name of the Student :

Name of the Organisation :

Duration of Field Practicum : From.....To.....

Assessment by Organisation Supervisor:

Maximum Marks 100 (This will be treated 25% of the total internal mark (CE) for the Field Practicum).

A = Excellent		B = Very Good		C = Good		D = Average		E= Poor	
Sl No	Criteria	Rating of performance (Put $\sqrt{\quad}$ Mark)							
		A (10 Marks)	B (8 Marks)	C (6 Marks)	D (4 Marks)	E (2 Marks)			
1	Interest shown in learning the programmes of the organization								
2	Capacity to build and maintain relationship with staff, clients /beneficiaries of the organization								
3	Ability to adapt with the specific work environment								
4	Ability to plan and execute the works given by the organisation								
5	Innovative programmes conducted / instantiates by the student								
6	Ability of the student in critical thinking								
7	Skill in communication and Documentation								
8	Regularity in field practicum/Attendance								
9	Punctuality in the filed								
10	Participation in supervisory conferences								

**Signature of Organisation Supervisor:**

**Name:**

**Designation:**

**Date:**

**Seal of the Organisation:**

**b) For Field Practicum (Project based internship & Research work) to be submitted by the Organisations to the Department, if attached to any organization/ Faculty Supervisor (If not attached to any organisation and fully in the department**

Title of Field Practicum:

Name of the Student :

Name of the Organization :

Duration of Field Practicum : From.....To.....

Assessment by Supervisor:

Maximum Marks 100 (This will be treated 50% of the total internal mark (CE) for the Field Practicum).

<b>A = Excellent</b>		<b>B = Very Good</b>		<b>C = Good</b>		<b>D = Average</b>		<b>E= Poor</b>	
<b>Sl No</b>	<b>Criteria</b>	<b>Rating of performance (Put <math>\sqrt</math> Mark)</b>							
		<b>A (10 Marks)</b>	<b>B (8 Marks)</b>	<b>C (6 Marks)</b>	<b>D (4 Marks)</b>	<b>E (2 Marks)</b>			
1	Interest shown in acquiring knowledge related to the topic								
2	Ability to understand concepts related to the project/research work								
3	Ability to plan and execute the works / assignments given								
4	Imitativeness of the student								
5	Ability of the student in critical thinking								
6	Innovations made in planning and implementation of the field practicum								
7	Ability to adapt with the specific field practicum environment								
8	Punctuality in the field practicum (Eg. Time keeping, submission of documents, etc)								
9	Communication and documentation skill								
10	Participation in supervisory conferences								

**Signature of the Supervisor:**

**Name:**

**Designation:**

**Date:**

**Seal of the Organisation:**

## 5.12 . Grading

For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system

Letter Grade	Grade Point (P)
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

A minimum of grade point 4 (Grade P) is needed for the successful completion of a Course. A student who has failed in a Course can reappear for the End Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent Semesters of the same programme to acquire the minimum credits needed for the completion of the Programme. There shall not be provision for improvement of CE and ESE. A student who has successfully completed the CE requirements in a subsequent semester can also appear for the ESE subject to the maximum duration permitted.

CGPA	Overall Letter Grade
<b>9.5 and above</b>	<b>O</b>
8.5 and above but less than 9.5	A+
7.5 and above but less than 8.5	A
6.5 and above but less than 7.5	B+
5.5 and above but less than 6.5	B
4.5 and above but less than 5.5	C
4.0 and above but less than 4.5	D
Less than 4.0	F

## **7. Curriculum for Field Practicum**

### **7.1 Field Practicum Guidelines**

According to IFSW (2014) “Social Work is a practice-based profession and an academic discipline that Promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility, dignity of human beings and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing”

BSW, an Undergraduate Programme in Social Work is being designed to develop Social Workers who have theoretical as well as practical knowledge and skills to critically analyze the problems, identify and implement suitable solutions to solve the problems while working in various social work settings. This calls for classroom learning of various concepts, theories, principles, methods, approaches, etc. of social work as well as field practicum in the settings of social work towards acquiring required practical knowledge and skills to practice social work in a professional way. In addition to this, the field practicum provides the social work students the opportunity to work with personnel of the social work setting and with various stakeholders including service receivers, clients and collaborating institutions.

While posted in the field, the social work students can demonstrate skills in social work by integrating the theories and practical solutions. They can also develop positive attitude, a sense of commitment to the values, principles and code of ethics of social work profession. Through field practicum, the social work student can acquire skills to adapt with various situations, critical thinking and to understand cultural diversity and its influence in the development of the community. During field practicum, the social work students will learn how the services are being delivered, understand the administrative processes, management practices, policy implementation, management information systems, developing and maintaining professional relationships, result based approaches, resource mobilization and utilization, stakeholder participatory approaches, planning tools, sustainability of the interventions, etc. Field practicum is essential to the social work students in developing skills in the study of phenomenon, developing research questions and doing research. The Field Practicum gives them a clear understanding on the practical application of the theory they have learned in the class room and its difficulties. Through field practicum, they can also validate and ascertain the theoretical knowledge learned in the classroom. It also facilitates organizing, self-evaluation, documentation, report writing, and administration skills.

#### **Common Objectives of Field Practicum**

In general, the objectives of Field Practicum in Social Work can be broadly categorized at four levels viz. Knowledge, Skills, Values and Attitude

##### **A) Knowledge level:**

1. To learn about various settings and how the social work methods are applied in the functioning of the different settings/ organisation
2. To understand more about the theories, principles and ethical practices of social work
3. To acquire knowledge about culturally specific practices of social work
4. To learn real time data based and evidence based social work practices and how effectively these are incorporated in improving the service delivery
5. To understand the study, planning, monitoring, evaluation and research practices of the agency
6. To learn about stakeholder participatory approaches in the sustainability of activities, projects and programmes of the organisation
7. To know the Policies, Strategies, Structures, Systems, Policies and Functional divisions & domains of the organization
8. To know how professionalism is inculcated in the entire process of management and functioning of the organisation
9. To learn how the information technology is being used by the organizations towards modernizing of



the practices and efficiency improvement

10. To gain knowledge in setting career goals as per industrial demands/ requirements

## **B. Skill level**

1. To develop skills in conducting and organizing planning, monitoring, evaluation, administration of developmental activities, projects and programmes in social work at Micro, Mezo and Macro levels
2. To develop skills in formulating intervention plans based on Real time bench mark data and evidence-based information and to work in a collaborative and participatory manner for continued growth and development
3. To develop skills in organizational development and management
4. To develop and enhance skills in working in diverse cultural context, active listening, patience, respect to others, time management, establishing rapport, conducting interviews, advocacy, collaboration & networking, developing & maintaining positive relationship, report writing, communication, leadership capacities, documentation and information dissemination
5. To develop skills in preparing information education and communication materials and planning, organizing and conducting capacity building development programmes
6. To develop skills in coping with diverse and adverse field situations, use/ practice emotional intelligence & empathy to analyze the client's needs and problems scientifically
7. To develop skills in critical thinking, analysis and research
8. To develop employability skills in forming and building career
9. To develop the skills in applying information technology in planning, service delivery and management of social work
10. To develop skills in setting boundaries to establish a work – life balance and to prevent burnout
11. Skills in persuading others to set goals and take actions for problem resolving
12. Skills in understanding the intra and inter personal attributes and competencies of the student
13. Develop skills in working in a multi-disciplinary team
14. Skill in organising and managing events and common programmes with innovations
15. Skill in Behaviour Change Communication (BCC)

## **C. Values:**

Field practicum is also designed to instill social work values among the students. They are:

1. Respect cultural diversity, ethnicity and gender
2. Judicious use of resources like Natural Resources and Human Resources
3. Respect for an individual's worth, dignity, autonomy, personal qualities, skills and their unique characteristics
4. Safeguarding the rights of human beings, animal and bird assets
5. Keeping and maintaining professional ethics like confidentiality regardless of religion, caste, culture, ethnicity, race, place of origin, gender, political affiliation, etc,
6. Equity and equality principles in social work practice
7. Integrity in professional social work practice
8. Trustworthiness and being dependable to others

## **D. Attitude:**

1. To develop Non-judgmental attitude
2. To develop an attitude of appreciating and motivating progress in performance and innovations in interventions and practices
3. To be respectful and own the success and failures
4. To bring in the support / service of a multidisciplinary team
5. To be in readiness for sharing and exchange of knowledge and information that are required for social work practice
6. To be passionate in doing things in a professional and innovative manner

### **Preparation of Individual Learning Plan (ILP) by the student**

In line with the objectives of field practicum, the students should prepare an individual learning plan for them by focusing on how they are going to implement the field practicum to achieve the Field Practicum Objectives in the specific context of the organization they are assigned with. This plan should be submitted and approved by the faculty supervisor or HoD. Three copies of it have to be prepared. One copy each for the organization and faculty supervisors and one copy to be retained by the student. It includes the following:

1. Name of the Organization with address and contact number:
2. Period of Field Practicum:
3. Proposed date of reporting:
4. Proposed date of Departure from the Organisation:
5. Mode of conveyance:
6. Accommodation Arranged:
7. Major activities of the Organisation as collected by the student:
8. Proposed Activities including Field Practicum conference with supervisors to be carried out by the student during the field practicum in line with the organization's activities:
9. Proposed Social Work Methods to be applied by the student during the field practicum:
10. Proposed innovative activities planned by the student to be performed during the field practicum:
11. Expected Knowledge to be acquired by the student during the field practicum in line with the organization's activities:
12. Expected skills to be acquired by the student during the field practicum in line with the organization's activities:
13. Periodicity of reporting to Agency Supervisor and Faculty Supervisor
14. Innovations planned

### **Structure and Organising of Field Practicum**

To attain the objectives of field practicum in its letter and spirit of the objectives of it, the field practicum is structured and organized in all vertical semesters, except foundation semesters (first two semesters) with a clear distinction of its nature. The above-mentioned objectives will be inculcated in the field practicum of each semester.

### **Organisations for Field Practicum (Concurrent, Block and Internship)**

The concerned Social Work Department will prepare a list of potential organizations for sending / posting the students for field practicum. Organisations with field level activities and the direct supervision of a social work professional will be preferably listed. The list will be updated by the department based on an assessment of the potential of the organization in giving ample opportunities to the students to learn social work knowledge and practice the class room learning.

- ✓ Priority must be given to list organisations where at least one professional social worker is available, in accordance with the nature of the organization.
- ✓ It is the sole responsibility of the student to manage the travel, stay, accommodation, etc. as part of the field practicum.
- ✓ The list prepared by the department will be displayed in the department notice board at least one month ahead of the commencement of the field practicum.
- ✓ The student and the faculty supervisor jointly finalize the organization for the student in adherence with the Field Work Guidelines of FYUGP BSW of Kannur University.
- ✓ Prior consent/permission of the organization in writing should be ensured before sending the students to the organization. The organisations can be within and outside the state (according to the nature of Field practicum of various semesters).
- ✓ No student will be posted in the same organization for second time, unless and until it is found necessary by the department.

- ✓ No student will be exempted from undergoing the Field Practicum as it is mandatory for Social Work Programme.

## **Organising Community Living Exposure- Field Practicum (Lab 1)- 4 Credits and 120 Hours**

### **(8 days)**

The community living exposure course as a part of field practicum is designed to be conducted in third semester of the BSW programme. It is indented to expose the student to community living and provide an opportunity to the students to learn the community features, power structure, cultural diversity, socio-economic conditions, community organization, ground level social work-related problems, scope of social work interventions/ practices and experiment social work methods and tools.

By participating the course, the student will be-

- Guided and motivated to develop a positive attitude, acquiring skills in organizing, communication, rapport building, public speaking, leadership, problem solving, resource mobilization, inter personal relationship building, working in teams / groups, documentation, etc.
- The students also will be exposed to participatory rural appraisal programme. The Course is also aimed at inculcating the values of voluntarism, altruism and nurtures students to respect the human beings irrespective of subjective thinking.

Every day morning there will be reporting and evaluation session of previous day's activities and in the evening the observation and learning of the day will be presented by each and every student. During the course, the students will be practically learning health wellness activities like physical exercises, yoga.

### **Preparatory works**

- a) The department will depute a faculty member as the faculty coordinator for the course
- b) The department will identify a suitable community where there is scope for observing, learning and practicing social work methods, tools and principles.
- c) Department will prepare a comprehensive plan of action & implementation plan, form various committees for the programme and assign the students in various committees
- d) The students/ groups will prepare all the required pre- programme plans and made necessary arrangements for actualizing the plan including preparatory visits and discussions with various stakeholders
- e) The department will conduct a preparatory orientation programme on the course for the students

### **Activities to be included**

- Visits to houses in groups to know the socio-economic condition of the community using a questionnaire with minimum questions
- Practicing/applying PRA tools including FGD through organizing the community in a common location, to have qualitative information
- Consolidation of the survey/PRA data/information, analysis of the data/information for getting inferences and to suggest a plan of action for the development of the community
- Conduct few developmental activities like awareness generation / campaigns on a specific theme/problem, any of the light mode voluntary activity like cleaning of public office premise with community participation.
- Relationship building activities with communities (like cultural, competitions, etc)
- Nature Walk / Farm Field Transects

- Visits to some social work practicing / related organisations such as Grama panchayat, Kudumbasree groups, NGOs, Krishibhavan, Village Extension Office, Tribal Development Office, etc. which are available near to the location
- Perform some manual labour (Not hard work or skilled labour work) to realize the ground realities, which is beneficial to the local community like cleaning the drainage, road side, waste clearance, etc.

### **Organising National Social Work Exposure (Lab 5)- 4 Credits and 120 Hours (Maximum 8 days including to & fro travel)**

In the 5<sup>th</sup> Semester, a national Social Work Exposure programme will be conducted. Since the students are exposed to various social work settings in the previous semesters, this Course will focus more on learning from Professional Organisations which are advanced in Social Work Practice. A judicial balancing of the social work methods will be ensured while selecting the organisations. While doing so, due care should be given to include organisations with international collaborations for social work / development related activities so that the students will get an indirect exposure to international standard of social work practices. Care should also be taken to have maximum organisations that have field level activities demonstrated in a professional and result oriented manner. Mere presentation / lecturing sessions within the office of the visiting organization will not serve the objective of the Exposure programmes as the students should be exposed to real implemented practices and evidence-based approaches. Also, the students will be exposed to urban as well rural development activities.

The Course encourage the students to immerse themselves in a multidisciplinary social work practice and there by broadening their outlook towards national social work scenario. So also, the Social Work trainees will get an opportunity to learn the administration and management of different developmental projects benefitting the community and underprivileged.

One male and one female faculty will accompany the students for the exposure visit. Maximum one day may be invested (within the permissible maximum days of the exposure) for visiting the places of national importance/environmentally prominent area/cultural diversity of the country.

#### **Preparatory works**

- a) The department will depute two faculty members (One male and 1 female) as the faculty coordinators for the course
- b) The department will prepare a list of reputed national level organisations/ institutions that promote and practice professional social work at various destinations of the country. A bunch of professional organisations will be identified for each destination balancing different settings.
- c) Department will form various committees for the programme and assign the students in various committees and prepare a comprehensive day wise plan of action and its implementation plan
- d) The students/ groups will do all preparatory activities like getting prior consent from the visiting organisations with time frame, conveyance, accommodation, food and other logistics in consultation with the faculty coordinators
- e) The department will ensure all security protocols and guidelines set by the government for conducting exposure programmes
- f) The department will conduct a preparatory orientation programme on the course for the students

#### **Field Practicum Register**

The department will keep a semester wise register of Field Practicum with name of organization, period of Field Practicum, Total hours spent, No. of supervisory conferences conducted with faculty supervisor, participation in field work seminar, etc.

## **Field Practicum Orientation**

For each Field Practicum levels, the department will hold a field practicum orientation to the students. In this, the student will be oriented on specific objectives of the concerned field practicum lab, expected course outcomes, learning outcomes, syllabus, timelines, professional disciplines & decorum to be maintained by the students, documentation/reporting formats and the process and procedures involved in the Field Practicum will be taught and clarified to the students. Attendance in the orientation is mandatory for the students.

## **Supervision and Assessment/ Valuation of Field Practicum**

### **Supervision**

Supervision is key in guiding the students in their field practicum towards achieving the intended objectives. Supervision is done at two levels:

#### **1. Supervision by the Faculty of the Social Work Department**

Each student will be allotted a faculty supervisor for field practicum. The department will allot the students for the faculties without any discrimination or subjectivity. The faculty supervisor would help the students in selecting the organization from the approved list. The student has to report to the faculty supervisor of his/her joining in the organization for field practicum through email or WhatsApp communication on the day of joining. The student shall send a daily brief report of the field practicum to the faculty Supervisor with the details of specific activity performed, time spent, major observation and learning. Weekly field practicum conference in virtual form in the case of block field practicum and in-person mode in the case of concurrent field practicum should be conducted by the faculty with the student. In this meeting, the student will present the organizational structure, activities carried out, constraints faced and the ways used to overcome it, innovations made, usefulness of the Field Practicum and future plan. The department will conduct an off line/online meeting of the filed practicum organisations to explain the specific objectives of the field practicum, possible activities to be assigned to the students, expectations from the organization, assessment criteria of the field practicum of the students. *It is mandatory that one of the faculty from the social work department should visit the organization / field / setting where the student is posted, in each field practicum. This should be incorporated in the hours of the faculty in the department.*

#### **Specific Responsibilities of Faculty Supervisor**

1. Will help the student in identifying most suitable organization / setting for Field Practicum
2. Will go through the reports sent by the student and will give necessary feedbacks for the improvement of field practicum in time
3. Will keep in touch with the organization supervisor to know the progress of field practicum and to solve any genuine problem raised by the student that stands on the way of Field Practicum
4. Will examine / evaluate the Field Work Practicum Report submitted at the end of the Field Practicum by the student and will give marks
5. Will participate in the weekly field practicum conference and guide the students
6. Faculty Supervisor will participate in the field practicum seminar/presentation cum viva

#### **2. Supervision by the Supervisor of the Organisation**

The student during the period of Field Practicum will be supervised by an Organisation Supervisor (Preferably a Professional Social Worker) as allotted by the organization. The faculty supervisor and the organization supervisor will get in touch in regular intervals to know / appraise the progress of field practicum. The student will keep the organization supervisor updated with the activities carried out. The organization supervisor will facilitate preparation of a day wise activity plan in consultation with the student and in line with the objectives of the Field Practicum and will conduct weekly conference with the student to assess the progress of the action plan.

## **Specific Responsibilities of the Organisation Supervisor**

- Will help the student in preparing an action plan
- Will inform the daily in charge of the student / staff of the organization about the field practicum objectives and activities of the student
- Will try to provide maximum exposure to the student in learning social work methods and practices
- Will give a general orientation about the organization
- Will schedule and conduct regular supervisory conference with the students (once in a week)
- Will inform the students of any risks associated with any field level activities and will guide in taking necessary precautionary measures
- Will sort out the issues, problems, etc encountered by the students in respect of smooth conduct of field work practicum
- Will inform the student of any feedback received from others towards improving the process
- Will give the student opportunity to take part in the reviews, monitoring and evaluation programmes and any special events that are useful to the student
- Will keep in touch with the Faculty Supervisor to appraise him of the progress of field practicum and to solve any genuine problems due to the student that stands on the way of Field Practicum
- Will evaluate / assess the field practicum of the student as per the specific format and take steps to dispatch it to the Social Work Department

## **Field Practicum Conference with Supervisors**

Weekly Field Practicum Conferences with Organisation as well as Faculty Supervisor will be conducted. The student will initiate and ensure that it is conducted as per the schedule. The conference serves an important function as the student will present the details of the activities / assignments carried out, observation & learning from it and the Supervisors will enrich the process with their professional assessment of the students' performance and give guidance in streamlining and keeping adherence with the expected objectives and outcomes of the field practicum in the context of the given organization.

It would help the students to know the positive sides of her/his performance and the areas to be improved in the forthcoming week. The student can also request for modifications of the action plan prepared with genuine reasons. The student can also plan some innovative programmes like fund raising, flash mob etc. in consultation with the supervisors as per need. The process will also enhance the students' skills in an organized way of presentation with facts and figures. Students can also give constructive feedbacks to their companions based on the field practicum conference for professional capacity improvement.

## **Professional commitment to be kept by the student for and during Field Practicum**

- The student in consultation with the Faculty Supervisor should identify a most suitable organization in adherence with the objectives of Field Practicum
- The students on his/her own should arrange for travel and accommodation during field practicum
- The student should bring a letter duly signed and seal affixed by the HoD of Social Work along with the details of the Field Practicum Objectives for the specific semester prepared in accordance with the general objectives of Field Practicum and the copy of the evaluation format and should submit these to the Organisation on their reporting to the Organisation
- The student should submit a copy of the individual field practicum plan as approved by the Faculty Supervisor to the Organisation Supervisor
- The student should prepare in consultation and agreement with the Organisation Supervisor an action plan for the entire Field Practicum period by ensuring that all the expected objectives of Field Practicum are met. A copy of it duly certified by the Organisation Supervisor should be sent to the

### Faculty Supervisor

- The student should keep and maintain ethical practices as per the NASW Code of Ethics.
- The student should behave properly and professionally during the Field Practicum
- The student should keep and demonstrate social work principles and values during Field Practicum
- The student will follow the regulations of the organization
- The student will respect the clients with due diligence
- The students should be prompt in organizing field practicum conferences, preparing and sending required reports to organization and faculty supervisor in time.
- The student in no way causes any harm to the organization and its clientele
- The student will communicate with the supervisors about learning needs and genuine problems in the field practicum with facts and figures
- The student should wear the ID card of the College throughout the filed practicum
- The student will get duly filled in assessment / evaluation form from the field organization in a sealed cover in person and submit to the Faculty Supervisor or ensure that it is sent to the department by post / email (Scanned copy) to the department by the organisation.

### **Field Practicum Reporting and Seminar**

The students during field practicum should document the process of field work with activities and its details. There are two types of reports the students have to prepare. The Faculty Supervisor will evaluate the field practicum of the student based on certain criteria

- a) Daily work report with the planned and performed activities giving quantitative and qualitative information, professional observation & learning from the activity and the plan for subsequent days activities. This report will be sent to the faculty supervisor and based on the observations/feedbacks of the faculty supervisor; the student will make necessary medications to the subsequent reports. This will be a hand written report in the Field Practicum Record Book of the student, as designed by the department of social work.
- b) Consolidated Field Practicum Report: The student will prepare and submit the consolidated field practicum report either in hand written in the record book or a typed report in hard copy. If required by the Agency a copy of the report may be given to them.

**Field Practicum Seminar / Presentation cum Viva:** There will be a Field Practicum Seminar/Presentation cum viva organized by the Department. The students should make a power point presentation with digital evidences for the activities performed. Based on the presentation Viva voce also will be conducted at the same venue and time. If it is conducted by the externals as appointed by the University, the department will make all arrangements for a smooth conduct of it. In this case, the externals will be giving the marks as per criteria set by the University/As per the Syllabus.

### **Essentia Readings for the Field Practicum** (Books, Journals, E-sources Websites/ weblinks)

#### List

1. Roberts, C. (2012). BSW Field Education Manual.
2. Bogo, M., & Vayda, E. J. (1998). *The practice of field instruction in social work: Theory and process*. University of Toronto Press.
3. Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (p. 304). Pearson a and B.

4. Singla, P. (2019). Coordinating fieldwork: challenges and learning. In *Field Instruction in Social Work Education* (pp. 49-67). Routledge India.
5. Nigudkar, M. (2019). Recording and documentation in fieldwork. In *Field Instruction in Social Work Education* (pp. 105-126). Routledge India.

**Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

List

1. Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work, 55*(2), 225-243.
2. Baikady, R., Sajid, S. M., Nadesan, V., & Islam, M. R. (Eds.). (2022). *The Routledge handbook of field work education in social work*. Taylor & Francis.
3. Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.
4. Tippa, N. G., & Mane, S. R. (2018). Problems and prospects of field work training in social work education: a review. *Innovare Journal of Social Sciences, 6*(1), 1-2.
5. Perecman, E., & Curran, S. R. (2006). *A handbook for social science field research: essays & bibliographic sources on research design and methods*. Sage Publications.
6. Global Standards for Social Work Education and Training, Interim Education Commission International Association of Schools of Social Work, 2020
7. Csiernik, R., & Karley, M. L. (2004). Experience of Social Work Practicum Activities in the Field. *Currents-New scholarship in the Human Service, 3*(2), 1-16.

**Employability for the Course (Field Practicum)**

The Field Practicum is intended to provide hands on experience to the students in respect of the theoretical inputs learned in the class room. Through the Field Practicum, the student will gain experiential knowledge and skills for the effective practice of social work in real life situation. The experiential knowledge and skills acquired through the field practicum would sharpen the employability of the student.

**7.2 FYUGP-BSW Internship Guidelines**

**A) Introduction:**

The internship is proposed in the BSW programme to acquire hands on and real time-based social work practices besides the class room learning. Internship leads to improve the existing skills and to acquire new knowledge and skills to perform better in accordance with the job roles in social work settings. Both the intern and the internship providing social work setting / institution will benefit out of the internship programme. The intern should submit a project report to the department on the completion of the internship. The intern also should present the internship details in the Seminar cum Viva – voce conducted by the University / Department as the case may be.



## **B) Objectives**

- 1) Acquiring reality oriented and experiential learning of social work concepts, tools and methods by integrating classroom learning with practical learning
- 2) Understanding of the challenges, limitations, scope and prospectus of social work practice and to set career objectives in line with the emerging trends, practices and employment scope in social work
- 3) To practically learn the scope of integrating information technology for improving the social work practice
- 4) Project ideation, analysis, planning, implementation and management skills through familiarizing with planning methods & tools, data collection, data analysis, documentation and report generation
- 5) Develop entrepreneurial abilities to get self-employed and to be job creators
- 6) Enhance critical thinking, decision making, team work, creative & critical thinking, problem solving and quality management skills and professional competency
- 7) Build a sense of civic responsibility
- 8) Develop capacity in building and engaging in collaborations and fostering and confidence in taking up challenging job roles
- 9) To enhance the skills for documentation and become a successful professional
- 10) Improve employability of the graduates

## **C) Internship Arrangements /Structure**

- 1) The Social Work Department of the affiliated colleges will prepare list of Organisations/Entities/Institutions, based on the social work/ social work-related activities/projects/programmes being implemented and the availability of a trained social worker / development experts to guide the student, suit to the requirements of Internship Field Practicum. It will be known as Internship Providing Organisation (IPO). While preparing the list, the department should keep at most care to ensure that the students will get ample opportunity to do the internship. Proper discussion/consultation with the students and the experts in the social work field also has to be made by the Department to enlist good number of Organisations/Entities/Institutions. If a Nodal Officer for internship programme is positioned by the College, proper consultation should be done by the Social Work Department in respect of Internship programme. The Nodal Officer/Department should identify Institutions according to each Semester understanding the academic requirements.
- 2) It is desirable that the Social Work Department through the Head of the College engage in Agreement with some potential Organisations/Entities/Institutions for internship in an ongoing manner.
- 3) The student, based on her/his specific interest and in consultation with the department will select an Organisation/Entity/Institution from the list prepared by the Department for the internship
- 4) The Social Work Department shall, in consultation with the Organisations/Entities/Institutions, finalise a trained social worker / development expert from it as Organisation Supervisor and will allot a faculty member as Faculty Supervisor for the Internship Programme
- 5) The Social Work Department shall prepare an indicative list of projects, the student can take up for the internship project.

- 6) The student shall prepare an internship project plan and get it approved by the faculty supervisor.
- 7) The student before starting the internship will get official permission / consent letter from the internship organization and will ensure that all the pre-internship formalities are completed.
- 8) The student during the internship will attend / participate in Seminars organized by Universities, NGOs, Colleges, etc.
- 9) The Department will conduct Internship Orientation programme for all the students in one go and it is mandatory that the student should attend the orientation programme. The attendance of the student in the orientation programme should be recorded by the department in the field practicum general register
- 10) The Social Work Department should follow the approved assessment criteria for evaluation of internship field practicum

#### **D) Indicative list of Organisations/Entities/Institutions for Internship**

- UN Organizations
- Panchayati Raj Institutions
- Government departments / undertakings like ICDS, Krishibhavan, Tribal Development, Social Justice, Missions like Suchitwa Mission, State and District Mission of Kudubashree, NHM, , etc
- Medical Colleges/ District/ Taluk Hospitals, FHCs, provided there is a trained social worker to guide the student
- ICAR Institutions
- Non-Governmental Organisations
- Primary Agriculture Cooperative Societies (PACS)
- Labour Contract Societies
- Legal Service Authority
- Care centres (Children, differently abled, palliative care, aged, etc)
- De-addiction centres
- CSR wing of Companies
- Farmer Producer Companies
- Startups
- Community Based Organizations
- Community Extension wing of Higher Education Institutions
- District Tourism Promotion Council
- Geriatric Centres (provided there is a trained social worker to guide the student)
- Tribal Developmnet Institutions (provided there is a trained social worker to guide the student)

#### **E) Indicative list of Projects for the Internship**

- On farm-Agriculture and its allied sectors including animal husbandry & fishing
- Off farm activities like arts & crafts and handicrafts
- Climate Change
- Carbon sequestration
- Renewable energy
- Water & Sanitation
- Environment/Ecology
- Infrastructure like Housing
- Health & well being
- Sanitation
- Waste Management

- Women development
- Children
- Geriatric care
- Differently abled
- Tribal development
- Livelihood
- Sustainable development
- Inclusive development
- Trade / Marketing
- Policy matters
- Governance
- Education
- Connectivity
- Digital divide
- Transport
- Slum development
- Unban planning /development
- Wild life
- Information technology
- Community Development
- Banking & Financial inclusion
- Social Security
- Arts
- Culture
- Tourism & Hospitality management
- Sports/Wellness
- Addiction
- Legal services
- Micro, Small and Medium Enterprises
- Social Enterprises
- Migration
- Labour welfare
- Human Resource Development
- Nursing
- Domestic workers
- Tribal development
- Artificial Intelligence/ Internet of Things Enabled programmes/ projects

## **F) Role of Internship Providing Organization and Faculty Supervisor**

### **Internship Providing Organisation (IPO) / Organisation Supervisor (OS)**

- ❖ IPO will entrust an officer of it as Organisation Supervisor to facilitate the interns on carrying out the internship activities preferably a Social Work Professional
- ❖ Take lead role in giving ample opportunity to the intern to get exposed to various activities and functions of the organization
- ❖ The OS will facilitate enhancement of the employability skill of the intern by involving him the planning, monitoring, documentation, administration and management process of the organization
- ❖ The OS will conduct internship conference with the intern at least one in a week, during the internship period

- ❖ IPO will assess the performance of the intern based on the prescribed evaluation criteria and ensure its submission to the Social Work Department, timely
- ❖ The OS will help the intern to solve any problem/constraint that stands on the way of implementation of internship
- ❖ The OS will ensure punctuality of the intern. If any misbehavior is committed by the intern, the OS will bring it to the attention of the Faculty Supervisor

### **Role of Faculty Supervisor (FS)**

- ❖ The FS will help the student to select the IPO, from the list prepared by the department
- ❖ The FS will reach out to the IPO for the smooth implementation of the internship programme
- ❖ The FS will conduct internship conference with the intern at least once in a week, during the internship period
- ❖ FS will assess the performance of the intern based on the prescribed evaluation criteria and submit it to the Head of Social Work Department, timely.
- ❖ FS will check and verify the activity logbook, attendance and evaluation report given by the IPO of the student
- ❖ The FS will help the intern to solve any problem/constraint that stands on the way of implementation of the internship
- ❖ The FS will monitor the attendance of the students during their internship. The intern should inform the FS at least one day prior to availing leave during the internship, except for emergency.
- ❖ The FS will also facilitate networking with other subject matter experts/professionals, to enhance the internship experience and learning of the intern.

## **7.3 FYUGP- BSW Research Project Guidelines**

For the 4 BSW programme (Honours with Research), the students should undertake a research project during the entire 8th semester of 12 credits. It is mandatory that the students should prepare and submit the research project report to the University. The research project course will be evaluated based on the scientific research methodology and process followed by the student in the research project work and a viva-voce conducted by the University.

### **A) Duration**

During the entire 8th semester, the research project work will be carried out to get 12 credits for the successful completion of the course.

### **B) Process**

- The student can do the Research Project Work with or without associating with an organization. The department of social work shall prepare a list of organisations where there is ample opportunity for the student to do the research project work in tandem with the BSW programme research guidelines. The department will update the list of organization from time to time. Those students who opted to do the research project work in association with an organization can choose the organization from the list prepared. In this case, the department supervisor and organization supervisor jointly guide the students. The department in consultation with the organization will finalise the Organisation Supervisor for the research field related activities. If a student prefers to do it without associating with an organization, he/she will be guided only by the department. For each student the department will allot a Research Supervisor. The student should proceed the research project work under the guidance of the department supervisor along with the organization supervisor as the case may be. Among the supervisors, the department supervisor will be the person who finalize technical and

methodological matters.

- The student during the research internship will attend / participate in Seminars organized by Universities, NGOs, Colleges, etc
- The department shall prepare indicative thematic areas for doing the research and the time line for the implementation of the course.
- The student based on the scientific approaches of social work research, shall prepare a research project synopsis and shall complete all the pre- research project plans with specific deliverables and time frame and submit it to the faculty supervisor for necessary approval.
- It is mandatory that the department should constitute a research ethics committee and the students should get formal ethical clearance to their proposed research proposal from the committee
- The student should prepare a day wise log book of the research work and it should be duly countersigned by the department supervisor and Organisation supervisor as the case may be.

### **C) Orientation**

The department will organize a one-day orientation, apart from the research methodology theory course for the students. In this orientation, the students will be explained the guidelines, procedures involved, methodology to be followed, evaluation criteria, etc. It is mandatory that the student should attend the orientation programme without fail. The department will keep the attendance of students in the orientation programme.

## **8. BSW- Filed Work Reporting, Seminar and Viva-Voce**

The students during field work should document the process of field work with activity details, knowledge & skill gained and learning points. There are two types of reports the students have to prepare for submission. The Faculty Supervisor will evaluate the field practicum of the student based on certain criteria.

### **Types of Report**

- c) Daily work report with the planned and performed activities with quantitative and qualitative information, professional observation & learning from the activity and the plan for subsequent days' work. This report will be sent to the faculty supervisor on a daily basis. Based on the observations of the faculty supervisor, the student will make necessary modifications. This will be a hand written report in the Field Practicum Record Book of the student, as designed by the department of social work.
- d) Consolidated Filed Practicum Report: The student will prepare and submit the consolidated field work report either in hand written form in the record book or a typed report in hard copy.

**Field Practicum Seminar / Presentation cum Viva:** There will be a Field Practicum Seminar/Presentation cum viva organized by the Department. The students should make a power point presentation with digital evidences for the activities performed. Based on the presentation, Viva- voce also will be conducted at the same venue and time.

### **Report formats**

#### **a) Community Living Exposure**

- A) **General Introduction (Brief Profile of the Location, Community and Organizations visited)**
- B) **Day wise narrative report (Detailed description about daily activities)**
  - 1) **Specific objectives of the day's work**

**2) Work done**

- Name of the activity carried out
- Time spent
- Process followed in carrying out the activity (In brief)

**3) Observations**(based on social work perspective)

**4) Learnings**(professional)

**5) Constraints faced**

**6) Plan for the subsequent day’s work**

**C) Consolidated Report**

**i) Activities carried out at a glance:**

Date	Activities	Venue/ Location	Time		Remarks, if any
			From	To	

**ii) Knowledge acquired**

**iii) Skills acquired**

**iv) Major learnings from the community living exposure.**

**v) Specific contribution of the student during community living exposure**

**vi) Evaluation of the community living exposure against its objectives**

**vii) Major limitations/constraints faced.**

**viii) Suggestions for improvement**

**ix) Conclusion**

**b) For Field Practicum in Social Work Settings (Concurrent and Block)**

**i) Introduction:**

Name and address of the Organization:

Duration: From.....To.....

Name of the Faculty Supervisor:

Name of the Organization Supervisor:

**Profile of the Organisation:**

(Location/Address,origin,vision,mission,objectives,management/administrativestructure,beneficiary/target groups,sources of funding, functions, major projects, major achievements, etc.)

**ii) Day wise Report**

Report No.

Date and Time (Arrival time and time of departure from the organization/field)

Name of the organizational staff / person who is in charge of the day

**1) Specific objectives of the day**

**7) Activity carried out**

- Name of the activity carried out
- Time spent

- Process followed in carrying out the activity (In brief)

2) **Observations**

3) **Learnings**(Professional)

4) **Evaluation of the day's work (achievement against the objectives)**

5) **Limitations**(The reasons for not attaining the objectives should be given)

6) **Plan for the subsequent day's work**

**iii) Summary Report**

i) **Activities carried out at a glance:**

Date	Location	Time		Activity planned	Activity accomplished	Remarks
		From	To			

ii) **Social work methods and principles the trainee applied during field practicum**

iii) **Knowledge acquired**

iv) **Skills acquired**

v) **Major learning from the field practicum**

vi) **Your specific contributions during the field practicum including self-initiated programme**

vii) **Evaluation of the field practicum as against the objectives**

viii) **Major limitations/constraints faced during the field practicum**

ix) **Suggestions for improvement**

x) **Conclusion**

**c) Report format for National level exposure to Social Work practices**

**i) Introduction including general objectives**

**ii) Day wise narrative report**

- a) Specific objectives of the day's exposure**
- b) Profile or the Social Work Organisation visited** (Location/Address, origin, vision, mission, objectives, management/administrative structure, beneficiary/target groups, sources of funding, functions of the agency, major achievements etc.)
- c) Details of the day's exposure** (in house and field exposure)
- d) Observations** (based on social work perspective)
- e) Learnings** (Professional)
- f) Constraints faced**
- g) Plan for the subsequent day's exposure**

**iii) Summary Report Format**

**a. Exposures conducted at a glance:**

Date	Exposure programme with name of organization	Time		Remarks
		From	To	

**b. Social work methods and principles the organizations employed / applied**

**c. Knowledge acquired.**

**d. Skill sets acquired.**

**e. Major learnings from the exposure visits.**

**f. Your specific contributions to the exposure visit.**

**g. Evaluation of the exposure visit as against the objectives**

**h. Major limitations/constraints faced.**

**i. Suggestions for improvement**

**j. Conclusion**



## **d) Format for Seminar/ Presentation of the field practicum**

### **i) Field Practicum in organizations / Community**

- 1. Period of Field Practicum:**
- 2. Name of the Organization/Community:**
- 3. Geographical coverage:**
- 4. Major Activities of the organisation: (List out)**
- 5. What are the social work methods and principles the trainee employed during field practicum**
- 6. Major Activities accomplished by the trainee with number of days / hours spent (in a matrix)**
- 7. Give Some Photographs of the activities that have been undertaken by the trainee**
- 8. List out major initiatives by the trainee**
- 9. Knowledge gained**
- 10. Skills acquired**
- 11. Major Observations**
- 12. Major Learning**
- 13. In what way the programme is beneficial to the trainee in building the professional social work career**
- 14. Difficulties faced, if any**
- 15. Suggestions for the betterment of Field Work Practicum**

### **ii) Format for Seminar/Presentation of National Level Social Work Exposure Programme**

- 1. Period of Exposure:**
- 2. Major responsibilities played by the student during the preparatory stage and during the conduct of the programme**
- 3. Name of the Organization/Fields visited with number of days / hours spent (in a matrix):**
- 4. Geographical coverage and Major Activities of the organisation: (List out)**
- 5. Major Activities the trainee is exposed to in the field**
- 6. Give Some Photographs of the activities**
- 7. List out major initiatives by the trainee during the programme**
- 8. Knowledge gained**
- 9. Skills acquired**
- 10. Major Observations**
- 11. Major Learning**
- 12. Difficulties faced, if any**
- 13. Suggestions for the betterment of Field Work Practicum**

**iii) Format for Seminar presentation /Viva -Voce of Internship (Project & Research)**

- 1. Period of Internship/Research work:**
- 2. Name of the Organisation where Internship/Research work is carried out:**
- 3. Title of the Project work:**
- 4. Target group (In the case of project)**
- 5. Project / Research Problem:**
- 6. Methodology and Design: For Research-**Title of the research, objectives, conceptual model & Variables, Hypothesis, Research design, Population/Universe, Unit of study, Sampling design, Sources of data, Tools and techniques/methods of data collection and analysis, data processing, etc.
- 7. Major activities implemented (In the case of project):**
- 8. Resources mobilised (In the case of project):**
- 9. Major findings:**
- 10. Major Recommendations:**
- 11. Limitations:**
- 12. Innovations / Contributions by the student:**
- 13. Knowledge gained:**
- 14. Skill set acquired:**
- 15. Bibliography (Major):**

# Semester Wise Syllabus

# Semester 1

## KU1DSCBSW101: Introduction to Social Work

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC (A1)	Foundation (100-199)	KU1DSCBSW101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

This introductory social work course offers a comprehensive overview, exploring the historical development, core principles, and methods. The curriculum covers key concepts, ethical considerations, and essential values and competence. Emphasis is placed on cultural competence and social justice, fostering awareness of inequalities. By course completion, students are equipped with a foundational understanding of social work, preparing them for advanced studies and future practice in diverse settings.

### Course Pre-requisite- Nil

### Course Outcomes

At the end of this course, students will be able to-

CO No	Expected Outcome	*Learning Domains
C01	Develop a comprehensive understanding of evolution of social work	U
C02	Identify a set of different concepts related to social work.	R&U

<b>C03</b>	Describe use of core values, skills in professional social work practice	A, An
<b>C04</b>	Adopt various social work methods, and their application to address diverse individual, group and community needs.	C
<b>C05</b>	Describe the use of principles that has shaped social work as a profession.	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√		√
<b>CO2</b>	√	√	√			√
<b>CO3</b>	√	√	√	√	√	
<b>CO4</b>		√		√		√
<b>CO5</b>	√	√	√		√	√

### COURSE CONTENTS

#### Module 1 - Basics of Social Work-

**15 Hours**

1.1 Social Work: Concept, meaning, definition, objectives and functions

1.2 Principles of Social work

1.3 Concepts related to Social Work: Social service, Social welfare, social reform and social security. Difference between social service and social work.

#### Module 2 - Historical Evolution of Social work

**15 Hours**

2.1 History of Social work in United Kingdom (Elizabethan Poor Law, Charity Organization Society, Beveridge Report)

2.2 History of Social work in United States

2.3 History of Social work in India; (Charity, Philanthropy, Social reform movements and Education)

### **Module 3 - Methods of Social work**

**15 Hours**

3.1 Primary methods; concepts, objectives and principles. (Social casework, Social group work, Community organization)

3.2 Secondary methods; concepts, objectives and principles. (Social action, Social welfare administration, Social work research)

### **Module 4 - Social Work as a Profession**

**10 Hours**

4.1 Core Values, Code of Ethics: NASW, Basic understanding of skills required for social work profession.

4.2 Basic Understanding of Professional Social Work Associations- IFSW, INPSWA, KAPS

### **Module 5. Teacher Specific Module, 5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **Essential Readings**

1. Bhattacharya, Sanjay (2003): Social Work: An Integrated Approach, Deep & Deep Publications.
2. Mishra P,D., Deena Mishra (2004). Social Work Profession in India, New Royal Book Co., Lucknow.
3. Freidlander, W. A. (1977). Concepts and Methods of Social Work. New Delhi: Prentice Hall of India.
4. Desai, M., & Sridhar, V. (Eds.). (2007). Understanding Social Work: Preparing for Practice. Sage Publications India Pvt Ltd.

#### **Suggested Readings**

1. Chakraborty, G. (2014). Introduction to Social Work: Theory and Practice. Pearson India.
2. Mathew, L., & Nair, R. (2012). Social Work in India: Contexts and Contemporary Practice. Rawat Publications.
3. Shiva Kumar, A. K., & Sundar, N. (Eds.). (2015). Social Work in India: Newer Perspectives. Sage Publications India Pvt Ltd.
4. Anand, P., & Shiva Kumar, A. K. (Eds.). (2017). Social Work in India: Contemporary Issues and Concerns. Sage Publications India Pvt Ltd.
5. Chakrabarti, M. (2016). Social Work: A Practical Introduction. Pearson India.
6. Asha, A., & John, J. (Eds.). (2014). Social Work Education in India: Challenges and Opportunities. Routledge.
7. Venkatesh, R., & Raj, A. (2018). Social Work Practice in India: Contemporary Issues and Concerns. Sage Publications India Pvt Ltd.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"><li>• <b>University exam (Theory)</b></li></ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"><li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Internal Examination -1</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Internal Examination – 2</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Class Room Participation</b> (attendance, Question &amp;Answer, conduct in class)</li></ul>	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

This course forms basic understanding required for a social worker in practicing social work. This enable the student to get jobs in grassroot level projects.

### Sample Questions to test outcome

1. Define the concept of social work (L1)
2. Write the difference between social work and social service (L2)
3. Explain the history of social work in India (L3)
4. What are the different methods of social work and explain its principles (L4)
5. Elaborate the core values in social work (L5)
6. Write down the different professional organization of social work and its importance in current scenario (L6)

**KU1DSCBSW102: Sociology for Social Work**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC (B1)	Foundation (100-199)	KU1DSCBSW102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

**Course Description**

During the continuous interaction with the society, a social worker needs to be equipped with a comprehensive and scientific understanding of human society. Sociology offers the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Some basic areas of sociology essential for social workers include: society, community, social groups, institutions and social stratification.

**Course Prerequisites: Nil**

**Course Outcomes**

CO No.	Expected Outcome	*Learning Domains
1	Formulate an idea of the discipline of sociology and its subject matter.	R& C
2	Explain the basic premises of sociology for sociological analysis of society	A
3	Identify and manage different social groups and social institutions during social work practice and assess their functions in the social system	U
4	Analyze social hierarchy and mobility in a scientific manner and there by develop an inclusive approach in social work	E
5	Relate practical social environment to be encountered in the field to the scientific knowledge of social system	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*



### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>			√			
<b>CO2</b>	√	√		√		
<b>CO3</b>	√	√		√		
<b>CO4</b>	√				√	
<b>CO5</b>	√	√	√			

### COURSE CONTENTS

#### **Module 1: Introduction to sociology**

**10 Hrs**

- 1.1 Sociology: Definition, Nature and Scope
- 1.2 Historical background of the emergence of sociology
- 1.3 Relationship with other social sciences
- 1.4 Significance of sociology in social work

#### **Module 2: Society, Community and Association**

**15 Hrs**

- 2.1 Society: definition, Evolution of human society, concept of culture
- 2.2 Community: meaning and characteristics
- 2.3 Difference between society and community
- 2.4 Meaning and characteristics of Association

#### **Module 3: Social Groups & Social institutions**

**15 Hrs**

- 3.1 Social groups: Definition & Functions
- 3.2 Types of social groups: primary and secondary groups, in and out groups, organized and unorganized groups, reference groups and pressure groups.
- 3.3 Social institutions: Primary and secondary institutions
- 3.4 Characteristics and functions of social institutions: family, marriage, religion, education and political institution

## **Module 4: Social Stratification and Social mobility**

**15 Hrs**

- 4.1 Social stratification: concept, functions
- 4.2 Dimensions: class, caste and gender
- 4.3 Social mobility: meaning
- 4.4 Sanskritization, westernization and modernization

## **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Sangwan Nitin, Seema and Jakhar Shruti. 2022. *Essential Sociology 2<sup>nd</sup> ed.* EduGali publication.
2. Rao, C. N. 2012. *Sociology: principles of sociology with an Introduction to Social Thought.* New Delhi: S. Chand & Company Ltd.
3. Rawat H.K. 2007. *Sociology: Basic Concepts.* New Delhi: Rawat Publications.
4. Schaefer, R. T. 2010. *Sociology: A brief introduction 12th ed.* MCGRAW-HILL US HIGHER ED.
5. Bottomore, T.B. 1962. *Sociology: A Guide to Problems and Literature.* Barns & Noble.

### **Suggested Readings**

1. Gisbert, Pascual. 2004. *Fundamentals of Sociology.* Oriental Longman.
2. Davis, Kingsley. 1981. *Human Society* [Indian Reprint] Surjeet Publications, Delhi.
3. Giddens, Anthony. 1997. *Sociology.* Third Edition, Polity Press New York.
4. Bierstedt, Robert. 1970. *The Social Order.* Tata McGraw Hill Publishing Co. Ltd., Bombay.
5. Smelser, Neil. 1993. *Sociology.* Prentice Hall India Ltd. New Delhi.
6. Anne Llewellyn, L. A. (2008). *Sociology for Social Workers .* Polity
7. Cunningham, J. (2014). *Sociology and Social Work .* Exetr UK: Sage Publications Ltd

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

This course gives a basic idea about the sociological aspects that are required to understand the society while dealing with their problems. An understanding of the sociological aspects would enhance the ability and skill of the social worker in getting employed in projects and programmes of various agencies.

### Sample Questions to test Outcomes.

1. Define Sociology (L1)
2. Summarize the historical background of the emergence of Sociology as a discipline (L2)
3. Higher education enrollment of students from scheduled castes is significantly low in our country. How can we utilize the ideas of social stratification to overcome this issue (L3)
4. Analyze the relevance of religion in the contemporary world (L4)
5. “Westernization is demeaning Indian cultural heritage”- Evaluate(L5)
6. How is social mobility possible through Sanskritization? Discuss it by citing an example (L6)

### KU1DSCBSW103: Sustainable Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC (C1)	Foundation (100-199)	KU1DSCBSW103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Sustainable development is a process that envisions a favorable future for human societies in which living conditions and the use of resources meet human needs without compromising the integrity, beauty, and stability of vital systems. In other words, Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society. The longer we pursue unsustainable development, the more frequent and severe its consequences are likely to become, which is why we need to take action now.

#### Course Prerequisites: Nil

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Identify the concepts related to sustainable development	A, An
2	Analyzing the existing sustainable developments goals	An
3	Apply strategies to study the existing sustainable development issues	A
4	Compare sustainable development models in different parts of the globe	R & C
5	Developing a model for sustainable development	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√		√
<b>CO2</b>			√	√		√
<b>CO3</b>	√	√		√		
<b>CO4</b>			√	√		√
<b>CO5</b>	√				√	√

## COURSE CONTENTS

### **Module 1: Concept of Sustainable Development (SD)**

**10 Hrs**

- 1.1 Definition, Meaning & Concepts of SD
- 1.2 Principles of SD
- 1.3 Dimensions & Importance of SD
- 1.4 Advantages of SD

### **Module 2: Sustainable Development Goals of UN**

**18 Hrs**

- 2.1 Different Goals of SD envisaged by UN
- 2.2 Objectives and Targets
- 2.3 Strategies developed
- 2.4 Constraints And measures to overcome

### **Module 3: Sustainability and Growth**

**10 Hrs**

- 3.1 Factors of Growth and Sustainability
- 3.2 People's participation and SD
- 3.3 Measures ensuring sustainability

**Module 4: Different Models of Sustainable Development****17 Hrs**

- 4.1 Successful models in SD
- 4.2 Progress of SD Goals in different continents
- 4.3 Replicable models in SD
- 4.4 Applicability of SD in different sectors

**Module 5. Teacher Specific Module****5 Hrs**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings**

1. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). *An introduction to sustainable development*. Routledge
2. Parris, T. M., & Kates, R. W. (2003). Characterizing and measuring sustainable development. *Annual Review of environment and resources*, 28(1), 559-586
3. Blewitt, J. (2012). *Understanding sustainable development*. Routledge.
4. *Sustainable Development, Principles & Practices*, Robert Webster

**Suggested Readings**

1. *Introduction to SD*, Martin J Ossewaarde
2. *An Introduction to SDGs*, Himannshu Sharma & Tina Sobti
3. *SD: a Holistic Review*, Dr. Kaushik Mishra & Padmaja Tamuli
4. *Environmental & Economic Sustainability*, Paul E. Hardisty

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%

<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

Making the activities / interventions/ functions sustainable is expected from social workers who are in charge of functional departments/ projects/programmes, etc of an organization. This course instills concepts of sustainable development among the students and thus would enhance their eligibility in getting employed in developmental projects / programmes of agencies of Government, LSGIs, NGOs and Private

### **Sample Questions to test Outcomes.**

1. List the scope and importance of Sustainable Development Goals (L1)
2. Summarize the major Sustainable Goals as envisaged by UN (L2)
3. Choose the objectives, targets and advantages of sustainable development goals (L3)
4. Analyze the different elements contributing to sustainable development in different continents of the World (L4)
5. Evaluate the impact of Sustainable development programmes in different countries (L5)
6. Evaluate the replicable models created by European countries related to sustainable development (L6)

### KU1MDCBSW104: Introduction to Economics for Social Work Practice

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC 1	Foundation (100-199)	KU1MDCBSW104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

This course offers an interdisciplinary inquiry into the fundamental principles of economics about social work practice and policy. Learner will delve into the intricate interplay between economic dynamics and social work domains through an integrated approach encompassing theoretical foundations and real-world applications by critically examining economic theories, policies, and systems within social work practice. Students will master how economic variables shape social welfare, inequality, and human behaviour. Central to the course is exploring strategies to advance social justice and foster equitable outcomes through informed economic analysis and intervention within diverse practice settings.

**Course Prerequisites: Nil**

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Familiarize the basic concepts in economics for social work practice.	U
2	Comprehend the importance of economic policies on social welfare	R, An
3	Apply economic principles to advocate for policies and programs that enhance social welfare	A
4	Evaluate the effectiveness of economic interventions and social policies in addressing social problems and promoting social justice	E
5	Develop the skill sets to analyse economic methods to assess and address societal social issues	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*



## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√		√	
<b>CO2</b>	√		√		√	
<b>CO3</b>	√	√	√	√	√	√
<b>CO4</b>	√	√	√	√	√	√
<b>CO5</b>	√	√	√	√	√	√

## COURSE CONTENTS

### **Module 1: Introduction to Economics**

**10 Hours**

- 1.1 Economics: Definition, and relevance for social work
- 1.2 Basic Concepts of Economics: Need, Want, Demand, Supply, per capita income
- 1.3 Types of Economies: Agrarian, Industrial and Service Economies
- 1.4 National Income: GDP, NDP, GNP, Tax and Subsidy

### **Module 2: Economic Development**

**10 Hours**

- 2.1 Human Development Index (Health, Education and Income), Happiness Index Concept
- 2.2 Types of Planning: Imperative Planning, Indicative Planning
- 2.3 Institution: An overview of NITI Ayog at Central level and Planning Board at State level (Objectives, Structure and Functions)

### **Module 3: Economic Perspectives on Social Issues**

**10 Hours**

- 3.1 Poverty: Definition, Types, assessment modes of poverty, Human Development Report of UNDP, Micro Credit Programme
- 3.2 Unemployment: Definition, Characteristics & Types
- 3.3 Skill Gap: National Skill Development Council (Objectives and Scope)

### **Module 4: Economic Reforms**

**10 Hours**

- 4.1 LPG: Liberalization, Privatization and Globalization

4.2 An overview of Organizations: NABARD, World Bank, International Monetary Fund, Asian Development Bank, New Development Bank (Erstwhile BRICS Bank)

4.3 An overview of Kerala Model of Development - People's Participation and decentralization

## Module 5. Teacher Specific Module

5 Hours

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings

1. Desai, M. (2018). *Economics for Social Workers*. Sage Publications.
2. Raghavan, S. (2017). *Social Work and Economic Development in India*. Rawat Publications.
3. Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2017). *Social Work Macro Practice*. Pearson.
4. Cnaan, R. A., & Dichter, H. N. (2018). *Creating Effective Programs for Adults in Transition: A Training Manual*. Oxford University Press.
5. Sherraden, M., & Johnson, L. (2016). *Social work and economics*. In *The Oxford Handbook of Social Work in Health and Aging* (pp. 273-290). Oxford University Press.
6. Singh, R. (2018). *Indian Economy*. Chennai: McGraw Hill Education
7. Gupta, S. P. (2015). *Indian Economy: Performance and Policies*. Tata McGraw-Hill Education.
8. Chakraborty, P., & Chatterjee, S. (2019). *Economics for Social Work*. PHI Learning Pvt. Ltd.
9. Mishra, S. K., & Puri, V. K. (2017). *Indian Economy*. Himalaya Publishing House.
10. Ray, A. (2018). *Social Work and Economic Development*. Rawat Publications.

### Suggested Readings

1. Mishra, R. (2015). Integrating economics into social work education: A global perspective. *International Social Work*, 58(5), 625-635. <https://doi.org/xxxx>
2. Nilekani, N. (2009). *Imagining India: The Idea of a Renewed Nation*. Penguin Books.
3. Schriver, J., & Segal, E. (2018). *Social Welfare Policy and Social Programs: A Values Perspective*. Cengage Learning.
4. Mandell, M. P., & Schram, B. (2012). *An Introduction to Human Services*. Pearson.
5. Popple, P. R., & Leighninger, L. (2019). *The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers*. Pearson.
6. Abramovitz, M. (2018). *Social Work and Social Reform: An Arena of Struggle*. Columbia University Press.
7. Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2017). *Social Work Macro Practice*. Pearson.
8. Khan Academy - Economics and Finance: <https://www.khanacademy.org/economics-finance-domain>

9. Coursera - Economics Courses: <https://www.coursera.org/browse/business/economics>  
 10. World Bank - Open Learning Campus: <https://olc.worldbank.org/>

### ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"> <li><b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"> <li><b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li><b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li><b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li><b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li><b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

### Sample Questions to test Outcomes.

1. Define the basic concepts of economics relevant to social work practice, such as supply and demand, scarcity, opportunity cost, and market equilibrium. (L1)
2. Explain how economic factors such as poverty, unemployment, and income inequality impact individuals, families, and communities served by social workers. (L2)
3. Analyze a case study of a client experiencing financial hardship and apply economic concepts to assess their needs, strengths, and barriers to economic self-sufficiency. (L3)
4. Critically evaluate the impact of economic policies and practices on vulnerable populations, such as low-income individuals, marginalized communities, and people with disabilities. (L4)
5. Develop a macro-level advocacy campaign to influence economic policies and systems in support of social work values and goals, considering strategies for coalition-building and policy change. (L5)
6. Assess the effectiveness of economic empowerment strategies in promoting social inclusion and reducing poverty among at-risk populations, using both qualitative and quantitative measures. (L6)

# Semester II

## KU2DSCBSW105: Methods and Fields of Social Work

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC (A2)	Foundation (100-199)	KU2DSCBSW105	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

This course is designed to familiarize the students with the concepts, definitions and the principles of social work methods. This course strives to enable the students to understand the different fields of the social work profession. This course is a foundation for acquiring core knowledge about the methods and fields of practice of social work.

**Course Pre-requisite: Nil**

### Course Outcome

CO No.	Expected Outcome	*Learning Domains
1	Attain an understanding of primary and secondary methods in social work.	R & U
2	Discuss role of social worker in various fields of social work	U
3	Acquire skills for assisting individuals and communities.	A
4	Utilize knowledge and skill to make a positive impact on individuals, families and communities.	E, An
5	Demonstrate mastery in the application of secondary methods in social work through practical experience.	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√			√		√
<b>CO2</b>	√	√	√	√	√	√
<b>CO3</b>	√	√		√	√	√
<b>CO4</b>	√	√	√	√	√	√
<b>CO5</b>	√	√	√	√	√	√

## COURSE CONTENTS

### **Module 1: Social case work and Social group work**

**15 Hours**

- 1.1 Social case work:- Meaning, Definition, characteristics, Objectives, values and Principles,
- 1.2 Components, Process, Skills of a social caseworker
- 1.3 Social group work: Meaning, Definition, characteristics, Objectives, values and Principles,
- 1.4 Process, Stages of Group development, Role and functions of social group worker, Skills of a group worker.

### **Module 2: Community Organization and Social Action**

**10 Hours**

- 2.1 Community Organization: Meaning, Definition, characteristics, Objectives, values Principles,
- 2.2 Process, Role and functions of community organizer, Skills of a community organizer.
- 2.3 Social action: Meaning, Definition, Characteristics, Objectives,
- 2.4 Process, Values, Principles and Strategies of social action.

### **Module 3: Social welfare administration and Social work research**

**15 Hours**

- 3.1 Social welfare administration: Meaning, Definition, characteristics, Objectives,
- 3.2 Administrative Processes: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB)

3.3 Social work research: Meaning, Definition, characteristics, Objectives

3.4 Social work research process

**Module 4: Introduction to different Fields of Social work**

**15 Hours**

4.1 Social Work with Family, Women ,Children and Youth

4.2 Medical and psychiatric social work, School Social Work, Correctional Settings, Industrial Social Work,

4.3 Community Development, Environmental Social Work

4.4 Social Work with Elderly, Differently abled and tribals

**Module 5. Techer Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Rameshwari Devi, Ravi Prakash (2004) *Social Work Methods, Practice and Perspectives (Models of Case Work Practice)*, Vol. II, Ch.3, Jaipur: Mangal Deep Publication
2. Friedlander, Walter A. (1977). *Concepts and methods of social work*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chowdhry, Paul.(1992). *Introduction to social work*. New Delhi: Atma Ram and Sons
4. Asha Ramagond Patil (2013), *Community Organization and Development*, PHI Learning private limited.
5. Dr. A. Thomas William, Dr. A.J. Christopher, *Community Organisation and Social Action* ,Himalaya Publishing House.
6. Sachdeva D.R (2018). *Social Welfare Administration in India*, Kitab Mahal Agencies.
7. N. Mehta(2012), *Social Work: Research and Statistics*, Axis Publications
8. Siddiqui, H. Y. (2008). *Group work: Theories and practices*. Rawat Publications
9. Fink, Arthur et al. (1985). *The fields of social work*. Beverly Hills, Calif: Sage Publications.
10. Rebecca L. Mauldin(2021), *Foundations of Social Work Research*, UTA Libraries Mavs Open Press

**Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1. P.D Misra and Beena Misra, *Social work profession in India*, New Royal Book Co.
2. Dr. Surendar Singh (Ed), *Encyclopedia of Social Work in India* Vol. 2 and 4 , Published by New Royal Book Company, New Delhi (2012)
3. Anjali Gandhi(1990) *School social work: The emerging models of practice in India*, Commonwealth Publishers.
4. Sanjay Bhattacharya(2012), *Social work-An integrated Approach*, Deep and Deep publications Pvt Ltd.
5. Sudha Menon(2022), *Correctional Social Work in the Developed World*, Society Publishing.
6. Singh, D. K. and Bhartiya, A.K. (2010). *Social Work: Concept and Methods*. Lucknow:New Royal Book Company.
7. Upadhayay, R K. (2003). *Social Case Work: A therapeutic approach*. Jaipur: RawatPublications
8. Gajendragadkar (ed.) (1983). *Disabled in India*, Mumbai : Somaiye Pub.
9. Marshal, M. (1993). *Social Work with old – people*, London : Macmillan Press.
10. Berk Laura. E (1996). *Child Development*, Prentice Publications.
11. Jill M. Chonody, Barbra A. Teater, *Social Work Practice With Older Adults: An Actively Aging Framework for Practice*
12. Siddique, H.Y. (1985). *Social Work and Social Action*, Harnam Publications, New Delhi
13. Alex B Fernandez, K Geethakumari(2014), *Social work for women and children*, Pacific books international.

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course / Programme**

The curriculum provides students with a range of fundamental knowledge on primary and secondary methods of social work that can enhance their employability in different fields of social work.

### **Sample Questions to test Outcomes.**

1. Define Social Case work and discuss the process of social case work? (L1)
2. Define Community Organisation? Write the phases of community organization (L2)
3. Describe the problem solving process in social casework (L3)
4. What is meant by the secondary method in the social work profession? Substantiate it with adequate examples (L4)
5. Elaborate on the role of a social worker in various settings (L5)
6. Explain the process of social casework with an example from field visits (L6)



## KU2DSCBSW106: Basic Concepts of Human Behaviour

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC (B2)	Foundation (100-199)	KU2DSCBSW106	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

This course helps to identify the fascinating details of human behaviour. This course searches for the nature of human behaviour, its scope, methods etc. Foundations of psychology mainly deals to comprehend the dynamics happens in human behaviour such as perception, cognition, memory, intelligence, learning, motivation and personality. The student will be able to identify various human behaviour and its importance when studying social work.

### Course Pre-requisite: Nil

### Course Outcome

CO No.	Expected Outcome	*Learning Domains
1	Identify the foundations of psychology and its relations to human behaviour	U, An
2	Adopt the various psychological concepts to understand the human behaviour dynamics	C
3	Apply theoretical framework in general psychology in real life scenario	A
4	Develop skills to practice various psychological concepts in social work	C
5	Demonstrate human behaviour in social work practice	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√	√	√	√	√	
<b>CO2</b>	√	√	√	√		
<b>CO3</b>	√	√			√	
<b>CO4</b>	√			√	√	√
<b>CO5</b>	√	√	√			√

## COURSE CONTENTS

### **Module 1- Introduction to Psychology**

**12 Hours**

- 1.1 Definition of psychology
- 1.2 Importance of psychology in social work
- 1.3 Goals, scopes and methods of studying human behaviour
- 1.4 Areas of Psychology

### **Module 2 – Motivation, perception and emotion**

**12 Hours**

- 2.1 Sensation – definition, different sensory thresholds
- 2.2 Perception – definition and types of perception; person and social
- 2.3 Definition and types of motivation. types of motives – primary and secondary
- 2.4 Emotion – definition, types, components of emotion

### **Module 3 Learning, Memory, Intelligence and Reasoning**

**15 Hours**

- 3.1 Learning – definition, learning theories (names only)
- 3.2 Memory – definition and types
- 3.3 Intelligence, intelligence quotient, calculation of IQ
- 3.4 Reasoning, types of reasoning – deductive and inductive

### **Module 4 Personality and Cognition**

**16 Hours**

- 4.1 personality – definition and types
- 4.2 personality theory - type A and type B theory
- 4.3 Problem solving: steps, strategies, barriers to problem solving
- 4.4 Decision making and creative Thinking.

## Module 5. Teacher Specific Module, 5 Hours

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Rathus, S. A. (2000). *Psychology Concepts and Connections* (10th ed.). Wadsworth Publishing Company.
3. Abraham, A. (2011). *General psychology*. Tata McGraw Hill Education Private Limited, New Delhi.
4. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan.
5. Kalat, W. J. (2011). *Introduction to Psychology* (9<sup>th</sup> ed). Wadsworth Publishing Company

### Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Weiten, W. (2008). *Psychology Themes and Variation* (8<sup>th</sup> ed). USA: Wadsworth
2. Cartwright, J. (2000). *Evolution and human behavior: Darwinian perspectives on human nature*. MIT Press.
3. Sofroniou, A. (2012). *Philosophy for Human Behaviour*. Lulu. com.
4. Adler, A. (2013). *Understanding human nature (Psychology revivals)*. Routledge.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course / Programme**

- Understanding psychology is fundamental for social work students as it provides insights into human behavior, mental processes, and emotions. By grasping the basics of psychology, social work students can better comprehend the complexities of their clients' behaviors and needs, enabling them to provide more effective support and interventions.
- Integrating psychology into social work education enhances students' employability by equipping them with essential knowledge and skills for understanding, assessing, and supporting individuals, families, and communities facing various challenges and issues. This interdisciplinary approach prepares students to work effectively in diverse settings, such as mental health clinics, schools, hospitals, and social service agencies, where they can make meaningful contributions to improving people's lives.

## **Sample Questions to test Outcomes.**

1. Define Psychology (L1)
2. Explain the steps involved in problem solving with suitable examples (L2)
3. Analyze the importance of studying dynamics of human behaviour in social work (L3)
4. Write down types of emotions and components of emotions (L4)
5. Decision making and creative thinking are very needed skills. Elucidate? (L5)
6. Reasoning is very much needed are for human beings. Explain with examples (L6)

**KU2DSCBSW107: Professional Knowledge, Skills and Techniques for Field Practicum**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC (C2)	Foundation (100-199)	KU2DSCBSW107	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

**Course Description**

The course on professional skills and techniques for Social Work practicum embodies a clear explanation of the professionalism required while doing Social Work in various settings. The Chapters are aligned to give the trainee an in-depth knowledge and training in various skills and techniques that a Social Worker must acquire to be a professional in the field.

**Course Pre-requisite:** Should have a basic knowledge about the fields of Social Work

**Course Outcome**

CO No.	Expected Outcome	*Learning Domains
1	Will have a clear understanding of who is a ‘Professional Social Worker’	R & U
2	Will come to know the general skills required to be an effective Social Worker.	U
3	Will learn the various Life Skills essential for Field work	E
4	Will be trained at the various technical skills required for field work.	A,An
5	Will become confident in the use of professional skills.	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√				√	
<b>CO2</b>		√	√		√	√
<b>CO3</b>	√			√	√	√
<b>CO4</b>	√	√			√	√
<b>CO5</b>	√	√	√	√	√	√

## Course Contents

### **Module 1 : Introduction to Professional skills**

**17 Hours**

- 1.1 . Professionalism: Meaning and Definition, Qualities of a good professional, Social Work as a Profession.
- 1.2 . Professional Body of Knowledge: Theoretical, Procedural, Empirical, Practice knowledge and Personal knowledge forms., Standardized training, Continuous learning
- 1.3 . Professional Values: Sense of belongingness, Social Justice, Dignity and Worth of a person, Importance of Human Relationship, Integrity, Responsibility.
- 1.4 . Ethical Standards of Social Workers (By NASW)- Ethical Responsibilities to Clients, Ethical Responsibilities in Practice Settings, Ethical responsibilities to Colleagues & Clients, Ethical responsibilities to the Broader Society, Ethical responsibilities to the social Work Profession

### **Module 2: Professional Skills**

**16 Hours**

- 2.1. Meaning, importance of professional skills in social work practice
- 2.2. Understanding of Self: Meaning of Self, Self-Analysis, SWOT Analysis, Jo-Harry Window.
- 2.3. Time Management, Stress Management, Event Management
- 2.4. Data collection, Analysis, Interpretation & Presentation skills, Accounting skills, Documentation skills, Writing (Including letter) & Reporting skills

**Application Level Assignment:**

1. Prepare a report analyzing a social problem that you encounter in your day-to-day life.
2. Do a SWOT analysis of yourself as a Social Work trainee.

**Module 3: Social work skills and Competency****10 Hours**

Empathy, Communication, Organisation, Problem Solving & Critical thinking, Active listening, Emotional Intelligence, Self care, Cultural Competence, Patience/Tolerance, Setting Boundaries, Professional Commitment and Advocacy

**Module – 4: Technical skills for Social Workers:****12 Hours**

- 4.1. Case Management skills
- 4.2. Media reporting skills
- 4.3. Fund raising skills.
- 4.4. Teamwork and Collaboration skills
- 4.5. Skills in using technology – Video conferencing, Mobile Applications

**Module 5. Teacher Specific Module****5 Hours**

**Directions:** Teacher may have practical sessions related to the topics as per the indicative list given below. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

1. Prepare a Power Point presentation on any of the topics related to social work and make a presentation of it
2. Prepare a written document of an event.

**Essential Readings:**

1. Fred Luthans (2001) Organizational Behavior, McGraw Hill, 11th Edition
2. Randy J.Larsen (2005). Personality Psychology, Domains of Knowledge about Human Nature: McGraw Hill.
3. Neil Thomson. (2016) The Professional Social Worker, meeting the Challenge. 2<sup>nd</sup> Edition, Published by Palgrave.
4. Sudha Datar (2010). Skill Training for Social Workers: A Manual. Sage Publications. India
5. Robert A. Baron (2016). Social Psychology. Pearson Publications, P.100

## Suggested Readings

1. Nira Konar,(2020)Communication Skills for Professionals, 3rd Edition, Publisher: PHI.
2. Stephen P. Robbins, Phillip L. Hunsaker (2009). Training In Interpersonal Skills: Tips For Managing People At Work. PHI India.
3. Jane Maidment, Taylor & Francis,(2022). Practice Skills In Social Work And Welfare. Published by Tailor & Francis.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question &Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

## Employability for the Course

The Curriculum on Professional skills equips the Social Work Student with the various skills that are needed to perform his role as a social worker in various Social Work settings. The acquisition of the various skills will enhance his confidence and efficiency in handling various tasks that are entrusted to him.

## Sample Questions to test Outcomes:

1. Explain meaning of Professionalism in Social Work (L1)
2. List the various skills required of a Social Worker (L2)
3. Describe the importance of Professional attitude in Social Work Practice(L3)
4. Analyze the typical skills needed for a professional Social Worker (L4)
5. Demonstrate the professional skills you learned during this Semester (L5)
6. Evaluate the usefulness of technical skills in Social Work practice (L6)



## KU2MDCBSW108: Disaster Management

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC 2	Foundation (100-199)	KU2MDCBSW108	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

### Course Description

Disaster management is a relevant subject in the present era as different disasters are occurring all over the world. There are basically two types of disasters – natural and man-made. Youth can play an important role in disaster management including planning, mitigation, rescue, relief and rehabilitation. The awareness on different steps of disaster management is vital. Ensuring the collaboration of different actors in disaster management is the primary duty of a social worker. This course is specifically designed to impart knowledge and skills in disaster management.

**Course Pre-requisite: Nil**

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Categorize disasters, its causes and consequences for intervening	R & U
2	Apply practical skills in risk assessment, emergency planning and crisis communication	A
3	Contribute to raising public awareness about disaster risk and preparedness	An
4	Collaborate with governmental and non-governmental organizations and expertise for comprehensive disaster mitigation	C
5	Develop skills in designing and implementing rehabilitation plans for affected communities	C, E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√	√				√
<b>CO2</b>	√	√		√		√
<b>CO3</b>	√		√	√		
<b>CO4</b>	√					
<b>CO5</b>	√	√			√	√

## COURSE CONTENTS

### **Module 1 : Introduction to different disasters**

**10 Hours**

- 1.1 Definition and meaning of Hazards and Disasters
- 1.2 Different types of disasters- Natural and Man-made
- 1.3 Basic cause and effect of disasters
- 1.4 Major disasters in India- past four decades

### **Module 2 : Disaster Management**

**10 Hours**

- 2.1 Definition and importance of DM and Different phases of DM : Planning, Rescue & Relief and Post disaster
- 2.2 Planning- making a mitigation plan including IEC
- 2.3 Rescue & Relief – evacuation, search operation, immediate relief (food, shelter, medical assistance)
- 2.4 Post disaster- counseling, social aspects, economic/livelihood aspects, infrastructure- housing, sanitation and rehabilitation

### **Module 3 : Challenges in disaster management**

**08 Hours**

- 3.1 Challenges in connection with critical awareness
- 3.2 Tools, infrastructure and fund deficiency
- 3.3 Challenges related to technical know how
- 3.4 Challenges in Coordination among different actors

### **Module 4 : Institutional framework of DM in India**

**12 Marks**

- 4.1 Disaster Mitigation Institutions – NDMA and SDMA
- 4.2 Institutional framework at district level

4.3 Community involvement, Role of PRIs, NGOs and Media

4.4 Role of volunteers in DM; role of social workers

4.5 Case studies of Disaster Management (Kerala Floods 2018)

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Bhandari, R. K. (2013). Disaster Education and Management: A Joyride for Students, Teachers and Disaster Managers. Springer India
2. Arora, R. (2012). Natural Calamities and Disaster Management. Raj Publications
3. Ashbindu Singh, Z. Z. (2014). Reducing Disaster: Early Warning Systems For Climate Change. Springer Netherlands.
4. Brebbia, C. A. (2013). Disaster Management and Human Health Risk III: Reducing Risk, Improving Outcomes. WIT Press. Gupta, H. (n.d.).
5. Web: ndma.gov.in

#### **Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Gupta, H. (n.d.). Disaster Management. Orient Black Swan.
2. Pardeep Sahni, A. D. (2001). Disaster Mitigation: Experiences And Reflections. PHI Learning Pvt. Ltd.
3. Schneid, T. D. (2001). Disaster Management and Preparedness. Lewis Publishers.
4. Singh, J. (2013). Disaster Management: Future Challenges and Opportunities. I.K. International Publishing House Pvt. Limited.
5. Singh, R. B. (2006). Natural Hazards and Disaster Management: Vulnerability and Mitigation. Rawat Publications.
6. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
7. Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"><li>• <b>University exam (Theory)</b></li></ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"><li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Internal Examination -1</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Internal Examination – 2</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li></ul>	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

The course provides a foundation in disaster management that can foster skills and knowledge essential for employability in various areas of disaster management.

### **Sample Questions to test Outcomes.**

1. List four natural disasters. (L1)
2. Compare Natural and Man-made disasters. (L2)
3. Prepare a mitigation plan based on IEC to implement in an earthquake prone area (L3)
4. Analyze various challenges in disaster management. (L4)
5. Evaluate the role of NDMA in disaster management. (L5)
6. Evaluate the role of various actors in disaster management. How can we ensure effective community involvement (L6)

# Semester 3

## KU3DSCBSW201: Social Work with Individuals and Families

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC (A3)	Intermediate (200-299)	KU3DSCBSW201	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

This course serves as a comprehensive exploration of Social Case Work, a fundamental method within the field of Social Work. Through this course, individuals will gain insights into the historical development of Social Case Work, its guiding principles, and the array of models that underpin effective practice. Moreover, the program will facilitate a practical grasp of essential skills and techniques, fostering the ability to navigate the complexities of social case work in different professional contexts.

**Course Pre-Requisite: Nil**

### Course Outcome

CO No.	Expected Outcome	*Learning Domains
1	Understand the basic concepts related to Social Case work	R, U
2	Apply theoretical concepts to social case work process	A
3	Demonstrate the application of social work skills, tools and techniques in Social case work process	E, An
4	Analyze importance of Social Case work in various settings	A
5	Conduct Social Case work	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√	√				
<b>CO2</b>		√				
<b>CO3</b>	√	√	√		√	
<b>CO4</b>	√	√	√	√	√	√
<b>CO5</b>	√	√				

### COURSE CONTENTS

#### **Module 1: Introduction to Social Case Work**

**12 Hours**

- 1.1 Meaning and definitions of Social Casework.
- 1.2 Historical development of Social Casework in UK, USA and India
- 1.3 Values and Objectives of Social Casework
- 1.4 Difference and Similarities of Social Casework and Counselling

#### **Module 2: Principles and Components of Social Case Work**

**13 Hours**

- 2.1 Principles of Social Casework (Individualization, Purposeful expression of feelings, Controlled emotional involvement, Acceptance, Non- Judgmental attitude, Client self-determination and Confidentiality)
- 2.2 Components of Social Casework (Pearlman’s Model- Person, Problem, Place, Process)

#### **Module 3: Case Work Skills, Tools and Techniques**

**18 Hours**

- 3.1 Casework Skills (Communication, listening, observation, empathy, Recording/ Documentation, critical thinking, interviewing, problem solving, advocacy, leadership, intervention etc.)
- 3.2 Case Work tools (listening, observation, Interview, home visits, collateral contacts, referrals)
- 3.3 Case Work techniques (ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation)
- 3.4 Case Work Recording (Importance, Principles and types)

## **Module 4 Approaches and Models of Social Casework**

**12 Hours**

4.1 Approaches and Models of Social Case Work- Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach, task centered approach, person-in- environment, strengths approach and crisis intervention, empowerment approach, eclectic approach

4.2 Working with individuals in different settings: School/Education, Family and Children, clinical settings, Correctional and Industrial settings – working with older adults, persons with disability, LGBTQIA++ individuals.

## **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Hamilton (2013). Theory and Practice of Social Case Work. New Delhi: Rawat Publications.
2. Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publications.
3. Biesteck, F. (1961). The Case Work Relationship, London: Allyn & Bacon
4. Mathew, G., & Tata Institute of Social, S. (1992). An introduction to social casework: Tata Institute of Social Sciences.
5. Bhattacharya, S. (2009). Social case work administration and development. New Delhi: Rawat Publications.
6. Perlman, H. H. (1957). Social casework: a problem-solving process: University of Chicago Press.
7. Paul. Timms, N. (1972). Recording in social work: Routledge and K. Paul.
8. Trevithick, P. (2000). Social work skills: A practice handbook. Open University Press.

### **Suggested Readings**

1. List Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
2. Segal, E. A. (2010). Professional social work. New Delhi: Cengage Learning India Pvt. Ltd. Timms, N. (1966). Social casework: principles and practice. Routledge & Kegan
3. Mujawar, W. R., &Sadar, N. K. (2010). Field work training in social work. New Delhi: Mangalam Publications

### Assessment Rubrics:

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

This course would add to the qualification of the student in getting employed in counselling programmes

### Sample Questions

- 1 Summarise the historical development of social casework in the United States and United Kingdom (L1)
2. How does controlled emotional involvement contribute to maintaining a professional boundary in social casework (L2)
3. Explain why the 'process' component is considered a crucial element in Pearlman's Model of social casework. (L3)
4. Describe the role of leadership as a casework skill and how it influences the client-worker relationship (L4)
5. Evaluate the importance of recording/documentation in social casework and how it contributes to the assessment and planning process. (L5)
6. Critically Examine the effectiveness of social casework interventions when working with older adults, considering unique needs and challenges. (L6)



### KU3DSCBSW202: Community Living Exposure- Field Practicum (Lab 1)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC (A4)	Intermediate (200-299)	KU3DSCBSW202	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

#### Course Description

Community comprising of individuals, families and social groups is the base unit for social work intervention/practice. The course intends to introduce and expose the student to the real community living where the social work practice ultimately generate positive and sustainable impacts. The course involves various activities and avenues to interact with community, applying participatory approaches, social work methods, tools, principles and values and to know the functions and activities of community-based organizations, institutions like government and non-profit.

#### Course Pre-requisite:

- The class with the support of the department have prepared the implementation plan, committee formation and grouping of the students in various committees
- The student has studied the organization details and prepared all the required pre-programme plans and made necessary arrangements for actualizing the plan
- The student has attended the preparatory orientation programme by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	The student familiarizes /experiences the rural community living, the key players and power structure in its realistic nature and the multi-faceted problems the community is facing and the scope for social work interventions/practices	R & U
2	The student is capable to assess and analyses the situation and generates baseline data for setting objectives, planning and evaluating developmental activities through understanding/ identifying / exploring developmental challenges/problems and its analysis in a scientific way	A, An
3	The student performs basic skills that are required for the practice of social work with community and demonstrate some of it and develops a positive and cooperative attitude towards social work practices in different socio-economic- cultural and political conditions and develop adaptation capacity with different situations and multi-tasking capacity	C
4	The student appraises the community problems and gain real time and evidence-based knowledge of practicing participatory approaches, voluntarism, methods, tools, principles, values and ethical practice of social work	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√		√		√	√
CO3		√	√		√	
CO4	√	√	√	√		

## **COURSE CONTENTS**

### **Module 1**

**Hours 20**

- 1.1 Organizing – Prior visits, consultations/discussions and planning with key stakeholders.
- 1.2 Preliminary arrangements for developing and implementing a programme – Identifying tasks to be performed on various domains, procedural requirements and formalities, forming Developing an action plan for the lab, developing roles and responsibility matrix, health protocols, Campaigning and propagating activities, developing exit strategy of the lab
- 1.3. Identifying possible risks and developing its management plan, developing adaptation plan to various socio- economic-cultural- environmental and political situations.
- 1.4. Rapport building with the community

### **Module 2**

**Hours 40**

- 2.1 Entry to the community- Processions, Formal beginning, presenting the plans and discussions
- 2.2 Developing Schedule for the community learning / survey, house Visits and performing survey
- 2.3 Survey consolidation and analysis
- 2.4. Learning Participatory Methods, Tools and Approaches & LFA through practical sessions with community
- 2.5. Preparing Development Plans based on the study in LFA and its presentation before the community

### **Module 3**

**Hours 40**

- 3.1 Implementing Developmental Plans (Only for learning with practical component)
- 3.2. Nature Walk / Farm Field Transects
- 3.2. Knowledge and Skill building activities (Like health, NRM/environment management, life skills, etc)

### **Module 4**

**Hours 20**

- 4.1 Visits to some social work practicing / related organizations such as Grama Panchayat, Kudumbasree groups, NGOs, Krishibhavan, Village Extension Office, Tribal Development Office, Forest Office, Police Station, etc
- 4.2 Preparation of Field Practicum Lab Report
- 4.3 Implementing field lab exit plan
- 4.4. Report preparation & submission to department

**Readings**

Given in Common Field Practicum Guidelines

**Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

**Employability for the Course**

Given in the Field Practicum Guidelines

### KU3DSCBSW203: Environment and Natural Resource Management

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC(B3)	Intermediate (200-299)	KU3DSCBSW203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

This course aims to provide the students with a comprehensive understanding of environmental issues and natural resource management from a social work perspective. Students will explore the interconnectedness of environmental challenges and social justice issues, gaining the knowledge and skills necessary to address these issues within the framework of social work practice.

**Course Pre-Requisite:** Should have read some literature on the current environmental problems

#### COURSE OUTCOMES

CO No.	Expected Outcome	*Learning Domains
1	Develop an understanding of the principles and concepts related to environmental science and natural resource management.	U
2	Explore the intersectionality of environmental issues with social justice, human rights, and community well-being	An
3	Foster a sense of responsibility, advocacy, and ethical practice in relation to environmental and natural resource issues.	R, A
4	Adopt the measures in safeguarding the principles of protection of natural resources	C
5	Demonstrate skills necessary for assessing and addressing environmental challenges within a social work context.	E, A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√				
CO2	√	√	√		√	
CO3			√		√	
CO4					√	
CO5	√	√	√	√	√	√

### COURSE CONTENTS

#### Module 1: Introduction to Natural Environment

10 Hours

1.1 Environment (Definition, meaning, components and need for environmental education in school curriculum).

1.2 Environmental Education (meaning, scope and objectives)

1.3 Ecology: meaning and definition, ecosystems- structure and function (Land, Marine, Freshwater, Forest, wetland, mangroves) sustainable ecosystems.

1.4 Basic introduction to environmental and social impact assessment (EISA) and Environment Information System ENVIS.

#### Module 2: Ecological Problems

15 Hours

2.1 Conceptual understanding of Ecological Intelligence

2.2 Pollution: Meaning, definition, and types, Waste Management – Classification of wastes (Degradable and Non degradable- Solid, Biological, Agriculture, E- Waste, etc))- and its management techniques

2.3 Basic introductions to global warming, loss of biodiversity, deforestation, wetland filling, Carbon emission

2.4 Mining, unsustainable fishing, land degradation, groundwater depletion

**Module 3: Conservation of Natural Resource: Land, Water, and Biomass** **15 Hours**

3.1 Water resources and Watershed Management (definition, watershed management measures, sustainable agricultural practices)

3.2 Forest ecosystem conservation and Schemes including Soal Forestry

3.3 Conservation of biodiversity: In-situ and Ex –situ conservation)

3.4 Biodiversity Hot spots, Reserve Parks, Common Property Resources (CPR)

**Module 4: Community Engagements** **15 Hours**

4.1 Community Based Natural Resource Management (CBNRM).

4.2 Movements: Chipko, Niyamagiri, Silent Valley, Narmada Bachao Andolan

4.3 Environmental Legislation - Environment (Protection) Act, 1986, Water (Prevention and Control of Pollution) Act, 1974, the Clean Air Act, 2020, and the Plastic Waste Management Act, 2019, Costal Regulation Zone Act, National Green Tribunal Act, 2010

**Module 5. Teacher Specific Module** **5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings**

1. Doyle, E. (2022). Handbook of Environmental Science. Jaipur: Oxford Book Company.
2. Nair, R. D. (2010). Natural Resources Management and Agrarian Development. New Delhi: Concept Publishing Company.
3. Singh, R. V. (2018). Encyclopedia of Natural Resources. New Delhi: Oxford.
4. Devi, R. (2018). Natural Resources Management: Water, Forests, and Land. New Delhi: Random.
5. Menon, M., & Shrivastava, P. (Eds.). (2018). Environment and Social Work: An Introduction. Sage Publications India Pvt Ltd.
6. Singh, R. B., & Misra, A. K. (2015). Environmental Management: Text and Cases. Himalaya Publishing House.
7. Chakravarty, S. (2016). Environmental Economics: Theory and Practice. Oxford University Press India.

## Suggested Readings

1. Lele, S. (2019). Environment and Development Economics: Essays in Honour of Sir Partha Dasgupta. Oxford University Press.
2. Kemmis, D., & Wilkinson, J. (2018). Community and Environmental Sustainability: Collaboration and Teaching. Routledge.
3. Midgley, J., & Livermore, M. (Eds.). (2013). The Handbook of Social Policy. SAGE Publications Ltd.
4. Salehi, M., Zadeh, Z. R., & Agah, N. (2019). Environmental Social Work: Principles and Practices. Routledge.
5. Gray, M., & Webb, S. A. (Eds.). (2013). Social Work Theories and Methods. SAGE Publications Ltd.
6. Healy, L. M. (2014). International Social Work: Professional Action in an Interdependent World. Oxford University Press.
7. <https://www.nationalgeographic.com/science/article/earth>
8. <https://www.open.edu/openlearn/nature-environment/free-courses>
9. <https://www.unep.org/>
10. <https://www.epa.gov/>
11. <https://www.worldwildlife.org/>
12. <https://www.nationalgeographic.com/environment>
13. <https://www.khanacademy.org/science/high-school-biology>
14. <https://www.coursera.org/courses?query=environmental%20management>
15. <https://moef.gov.in/moef/index.html>
16. <https://www.unescap.org/sites/default/files/CH08.PDF>
17. [https://kspcb.kerala.gov.in/assets/uploads/widget/action\\_plan/Hand\\_book\\_SWM\\_KU\\_2021.pdf](https://kspcb.kerala.gov.in/assets/uploads/widget/action_plan/Hand_book_SWM_KU_2021.pdf)

## Assessment Rubrics:

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>



## **Employability for the Course**

This course would equip the students with required knowledge to work in environment and natural resource management projects of various agencies.

### **Sample Questions to test Outcomes.**

1. Define environmental sustainability and provide two examples of sustainable practice in resource management (L1)
2. Explain the key components of an environmental and social impact assessment (EISA) (L2)
3. Discuss the relationship between social justice and environmental conservation. (L3)
4. Compare and contrast renewable and non-renewable energy sources, highlighting their respective impacts on the environment (L4)
5. Design a community based project aimed at promoting sustainable waste management practices in rural areas. Outline the steps you would take to implement this project. (L5)
6. Evaluate the effectiveness of current government policies in addressing environmental challenges, such as deforestation and water pollution. What are the gaps or limitations in these policies? (L6)

## KU3DSCBSW204: Indian Constitution and Human Rights

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC (C3)	Intermediate (200-299)	KU3DSCBSW204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

The "Indian Constitution and Human Rights" course offers a comprehensive exploration of the legal and human rights frameworks shaping India's socio-political landscape. It covers the historical context, principles, and amendments of the Indian Constitution, including fundamental rights, directive principles, and governance structure. The human rights aspect delves into global and local perspectives, addressing themes like justice, equality, and freedom.

**Course Pre-requisite:** Nil

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Demonstrate comprehensive understanding of India's legal framework, encompassing fundamental rights, duties, Directive Principles of State Policy, and constitutional provisions.	U, A
2	Develop analytical proficiency to apply constitutional and human rights principles, contributing to the establishment of environments that respect and safeguard the rights of all individuals.	R, C
3	Apply analytical skills in the interpretation and application of constitutional provisions to drive social change and ensure social justice	A, An
4	Advocate actively for constitutional rights and justice, particularly for vulnerable sections of society.	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√			√
CO3	√	√	√	√	√	
CO4		√		√		√
CO5	√	√	√		√	√

### COURSE CONTENTS

#### Module 1 - Basics of Indian constitution

- 15 Hours

- 1.1 Historical development of the Indian constitution.
- 1.2 salient features of constitution.
- 1.3 Preamble.

#### Module 2 - Constitutional remedies

- 12 Hours

- 2.1 Writs, Public Interest Litigation (PIL)
- 2.2 Fundamental rights and duties.
- 2.3 Directive principles of state Policy.

#### Module 3 - Human rights

- 13 Hours

- 3.1 Concept, Meaning.
- 3.2 Civil and political rights, economic cultural and social rights, rights at collective level for communities,
- 3.3 NHRC- Composition of NHR, Functions and Powers of NHRC

#### Module 4 - Probation system

- 15 Hours

- 4.1 Probation & Parole - concept and meaning.
- 4.2 Probation of offender Act 1958

#### 4.3 Roles and responsibilities of probation officer

### Module 5. Teacher Specific Module

- 5 Hours

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### Essential Readings

1. Austin, G, (2010). Working a Democratic Constitution-The Indian Experience. Delhi
2. Sharma, G.S, (2007). The Probation of Offenders Act- 1958, Allahabad. Law Publishers (Indian) Pvt. Ltd.
3. Basu, D. D. (2008). Introduction to the Constitution of India. LexisNexis.

#### Suggested Readings

1. Chakrabarti, S. (2018). The Law of Human Rights in India: Evolution and Application. Oxford University Press. Bakshi, P.M (2006), The Constitution of India, Universal Law Publishing Co.
2. Basu, D. D. (2008). Introduction to the Constitution of India. LexisNexis.
3. Rao, B. S. (Ed.). (2004). The Framing of India's Constitution: Select Documents. PHI Learning.
4. Ambedkar, B. R. (2013). Indian Constitution: A Ray of Hope. Random House India.
5. Austin, G. (1999). The Making of the Indian Constitution: A Critical Survey. Oxford University Press.
6. Kashyap, S. C. (2011). Our Constitution. National Book Trust.
7. Thiruvengadam, A. K. (2014). The Constitution of India: A Contextual Analysis. Oxford University Press.
8. Kothari, R. (2006). Rethinking Human Rights: Challenges for Theory and Action. Oxford University Press.
9. Verma, Sushma. (2015). Probation and Parole in India, Deep & Deep Publications.

#### Assessment Rubrics:

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%

• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

**Sample Questions to test Outcomes.**

1. What were the key influences on the development of the Indian Constitution? (L1)
2. Identify the salient features of the Indian Constitution and explain their significance. (L1)
3. Define the concept of PIL (Public Interest Litigation) and provide an example of its impact on Indian society. (L2)
4. How do Directive Principles of State Policy differ from Fundamental Rights, and what role do they play in governance? (L2)
5. How do human rights differ from legal rights, and why are they considered fundamental to a just society? (L3)
6. Describe the composition of the NHRC (National Human Rights Commission) and the significance of its independence in safeguarding human rights in India. (L4)
7. What are the main functions and powers of the NHRC, and how does it contribute to the protection and promotion of human rights in the country? (L5)
8. How do probation and parole programs contribute to the rehabilitation and reintegration of offenders into society? (L6)

### KU3MDCBSW205: Social Entrepreneurship

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MDC 3	Intermediate (200-299)	KU3MDCBSW205	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

This course explores the dynamic intersection of social work principles and entrepreneurial innovation, equipping Bachelor of Social Work (BSW) students with the knowledge and skills to drive positive social change through sustainable ventures. Social Entrepreneurship in Social Work delves into the principles, practices, and challenges of leveraging entrepreneurial strategies to address pressing social issues.

#### Course Pre-requisite- Nil

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Familiarize with the key concepts of social entrepreneurship and recall the foundational principles and values that underpin the integration of social work with entrepreneurial strategies.	R & U
2	Explore the evolution of social entrepreneurship within the social work profession, demonstrating an understanding of its historical context, key frameworks, and ethical considerations.	An
3	Apply social work values, ethics, and principles to design and develop entrepreneurial solutions for identified social issues, utilizing design thinking methodologies and needs assessments.	A
4	Develop strategies for scaling social ventures sustainably while maintaining social impact, considering challenges and opportunities associated with growth.	C
5	Evaluate the efficacy of the ventures and programmes in the process of attaining the intended goals for the social progress	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√	√				
<b>CO2</b>	√	√		√	√	√
<b>CO3</b>	√	√	√	√	√	√
<b>CO4</b>		√	√		√	
<b>CO5</b>			√		√	√

## COURSE CONTENTS

### **Module 1: Introduction to Social Entrepreneurship**

**10 Hours**

- 1.1 Entrepreneurship: meaning, types and models, Social Entrepreneurship (definition, scope, objectives).
- 1.2 Difference between Social Entrepreneurship and Traditional Entrepreneurship
- 1.3 Social Enterprises: definition, goals, types, characteristics and opportunities, Startups, Farmer Producer Organisations
- 1.4 Innovation: Types of Innovation, Relevance of technology for innovation

### **Module 2: Social Entrepreneurship in Practice**

**10 Hours**

- 2.1 Social value creation, Triple bottom line (people, planet, profit), and social return on investment (SROI).
- 2.2 Social Business: definition, scope and objectives
- 2.3 Micro Finance (Cooperative, Rural & Tribal Initiatives)
- 2.4 Some Models: Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women's Association (SEWA), Kudumbashree

### **Module 3: Role of Institutions**

**10 Hours**

- 3.1 Roles of Government, PRIs ad NGOs in developing Entrepreneurship
- 3.2 Institutional Support to Small Entrepreneurs- National Small Industries Corporation (NSIC), Small Scale Industries Board (SSIB)- State Industrial Development Corporations, MUDRA Loan
- 3.3 MSME Institute-DICs- Industrial Estates- Specialized institutions- Technical Consultancy Organisations

3.4 Entrepreneurship Development Programme (EDP) – Need, Objectives, Phases of EDPs, Entrepreneurial qualities and Skills

**Module 4: Entrepreneurship Development Training Institutes**

**10 Hours**

4.1 Bankers Institute for Rural development (BIRD)

4.2 RUDSETI

4.3 Additional Skill Acquisition Programme (ASAP) Kerala

4.4 Kerala Institute For Entrepreneurship Development (KIED)

**Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may organize a visit to a successful social enterprise The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings**

1. Davis, K. (1983). Business and Society: Management, Public Policy, and Ethics. McGraw-Hill; Subsequent edition.
2. Dr.C.B.Gupta, D. (2015). Entrepreneurial Development. Sultan Chand & Sons.
3. Khanka, S. S. (2006). Entrepreneurial Development. S Chand. Muhammad, Y. (2011). Building Social Business . Perseus Books Group.
4. Pandey, G. (1994). Complete Guide to Successful Entrepreneurship. India: Vikas Publishing House Pvt.Ltd. Paramasivan, C. (n.d.). Social Entrepreneurship. 2016: New Century Publications.

**Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1. Dees, J. G., Emerson, J., & Economy, P. (2002). Enterprising nonprofits: A toolkit for social entrepreneurs. John Wiley & Sons.
2. Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press.
3. Mair, J., & Marti, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. Journal of World Business, 41(1), 36-44.
4. Elkington, J., & Hartigan, P. (2008). The power of unreasonable people: How social entrepreneurs create markets that change the world. Harvard Business Press.
5. Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social entrepreneurship and commercial entrepreneurship: Same, different, or both? Entrepreneurship Theory and Practice, 30(1), 1-22.
6. Nicholls, A., & Cho, A. H. (2006). Social entrepreneurship: The structuration of a field. International Journal of Management Reviews, 9(1), 1-24.



7. Light, P. C. (2008). Driving social change: How to solve the world's toughest problems. John Wiley & Sons.
8. Dees, J. G., & Anderson, B. B. (2006). Framing a theory of social entrepreneurship: Building on two schools of practice and thought. *Research on Social Entrepreneurship: Understanding and Contributing to an Emerging Field*, 1(1), 39-66.
9. Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: Lessons from the Grameen experience. *Long Range Planning*, 43(2-3), 308-325.
10. Peredo, A. M., & McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56-65.
11. <https://skoll.org/>
12. <https://www.ashoka.org/en-in>
13. <https://ssir.org/>
14. <https://socialenterprise.us/>
15. <https://www.coursera.org/courses?query=social%20entrepreneurship>

#### Assessment Rubrics:

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

#### Employability for the Course

This course would enhance the scope for getting job in social enterprises, livelihood units, etc

### **Sample Questions to test Outcomes.**

- 1.** Define entrepreneurship and list out the types of entrepreneurships (L1)
- 2.** Describe the differences between traditional entrepreneurship and social entrepreneurship, highlighting their respective goals and impacts. (L2)
- 3.** Analyze a case study of a successful social entrepreneurship venture and discuss how its strategies and approaches could be applied to a different social issue. (L3)
- 4.** Critically evaluate the challenges and barriers faced by social entrepreneurs, including financial, regulatory, and societal obstacles. (L4)
- 5.** Design a comprehensive plan for launching a new social enterprise from inception to implementation, considering factors such as mission statement, target audience, funding sources, and sustainability strategies. (L5)
- 6.** Critique the role of social work professionals in supporting and facilitating social entrepreneurship efforts, identifying opportunities for collaboration and improvement. (L6)

### KU3VACBSW206: Gender Perspective in Social Work

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC 1	Intermediate (200-299)	KU3VACBSW206	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

This course provides a comprehensive examination of gender perspectives within the field of social work. Through rigorous analysis, students explore the nuanced ways in which gender influences individuals' experiences and resource accessibility within societal structures. By course conclusion, students develop the requisite knowledge, skills, and ethical expertise to proficiently integrate gender-sensitive perspectives into professional practice, effectively championing the rights and well-being of all individuals, irrespective of gender identity or expression.

**Course Pre-requisite – Nil**

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Recognize the concepts associated with gender in the development scenario	R & U
2	Assess gender-specific needs of individuals and communities through tools and techniques of social work	An
3	Acquire the skills to integrate gender-sensitive approaches into social work practice	C

4	Able to advocate for gender-inclusive policies in educational and work environments	A, E
5	Reflect on personal beliefs, biases, and privileges related to gender, and cultivate empathy and respect for diverse gender experiences	An

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>						
<b>CO2</b>	√	√	√	√	√	√
<b>CO3</b>		√		√	√	
<b>CO4</b>		√			√	
<b>CO5</b>		√		√	√	

### Course Content

#### **Module 1: Introduction to gender in social work**

**10 Hours**

- 1.1 Definition and meaning of gender,
- 1.2 Concepts- Gender, Sex, Sexuality, Patriarchy
- 1.3 Causes of gender discrimination
- 1.4 Role of social workers in fostering gender perspective in development.

#### **Module 2: History, Movements and Theories**

**10 Hours**

- 2.1 Gender Issues and Social Work
- 2.2 Strategies for promoting gender equality in social work
- 2.3 Addressing gender-based violence and its prevention
- 2.4 Intersectionality: Considering the multiple dimensions of identity in social work practice.

### **Module 3: Social and Legal safeguard measures**

**10 Hours**

3.1 Laws, Government schemes, Government organisations

3.2 Gender Development Index.

3.3 Key considerations related to gender perspective in social work: Intersectionality, Gender-based violence, Empowerment, Policy advocacy, Education and awareness, Family dynamics, LGBTQ+ inclusivity, Trauma-informed care, Cultural competence.

### **Module 4: Gender Impact Assessment (GIA)**

**10 Hours**

4.1 What and Why of GIA

4.2 Scope and Relevance of of GIA

4.3 Steps in carrying out GIA- Gender relevance assessment (Step 1 and 2), Gender impact assessment (Step 3 and 4), and Gender quality assessment (Step 5).

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may organize a visit to a successful social enterprise The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Bornstein, Kate. 1998. My gender workbook. London and New York: Routledge. 1977b. Outline Of a Theory of Practice. Cambridge: Cambridge University Press
2. Connell, Robert W. 1987. Gender and Power: Society, the Person and Sexual Politics. Stanford,CA: Stanford University Press.
3. Basu, A. M. (1993): 'Women's Roles and Gender Gap in Health and Survival', Economic and Political Weekly, 28 (43), PP 2356-62
4. Ownby,T. & Barcaw,N.(2009).Gender.The new encyclopedia of southern culture:Volume 13,University of North Carolina Press
5. Gitterman&Knight.(2021).Social work practice and historical tradition.Columbia University press.
6. Birbeck, A., & Houston, S. (2021). 'Intersectionality': An Indispensable Theory for Social Workers Promoting Social Justice in Ireland. Irish Social Worker, 225-233
7. Agnes, F. 2000. Law and gender equality: The politics of women's rights in India (NewDelhi,OUP)
8. Jaising, I. 2000. "Gender justice and the Supreme Court", in B.N. Kirpal et al. (eds.): Supreme but not infallible: Essays in honour of the Supreme Court of India, (New Delhi), pp. 288-320

### **Suggested Readings**

1. Bardhan, K., and S. Klasen, (1999); "UNDP's Gender-Related Indices: A Critical Review"

- World Development, 27: 985-1010
2. Preventing Gender –Biased Sex Selection ,An Inter-agency statement by OHCHR, UNEPA <http://apps.who.int/bitstream/10665/44577/eng.pdf>
  3. Ursula, Urbina & Catalina (2022) Analysis of Gender-Based Violence Prevention Opportunities by Sector, World Bank, Washington
  4. Ruiz, Damaris & Garrido (2018) Breaking the Mould: Changing belief systems and gender norms to eliminate violence against women. Oxfam.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"> <li>• University exam (Theory)</li> </ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"> <li>• Assignments (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content, seminar, Viva-Voce)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• Internal Examination -1 (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• Internal Examination – 2 (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• Class Room Participation (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<ul style="list-style-type: none"> <li>• Practical performance (as assigned by the teacher- Eg. Book/Article Review, etc)</li> </ul>	20%
<b>Total</b>	<b>100%</b>

#### Employability for the Course

This course would add to the qualification of the student in getting employed in gender related projects and community development projects

#### Sample questions to test outcomes

1. Define the concepts of gender and explain gender related issues that are prominent in society today (L1)
2. What the role of social workers in addressing the root causes of gender discrimination? (L2)
3. Describe various government schemes and organizations that contribute to promote gender equality in India (L3)
4. Explain the concept of the Gender Development Index (GDI) and its significance in measuring gender disparities (L4)
5. Discuss the importance of cultural competence in social work practice when working with diverse gender identities and expressions, such as LGBTQ+ individuals (L5)
6. Analyze the trauma-informed care in addressing the needs of individuals who have experienced gender-based violence (L6)

# Semester 4

## KU4DSCBSW207: Social Work With Groups

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC (A5)	Intermediate (200-299)	KU4DSCBSW207	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

Social Work with Groups is one of the Primary methods of Social Work. It is a human tendency to live and work together with like-minded people. Hence, a Social Worker ought to be capable of understanding the dynamics that goes on in the functioning of a group. This course will try to enable the social worker to have an understanding of how a group functions and how he can utilize the dynamics for the betterment of the individuals in the group and group as a whole.

**Course Pre-requisite:** Should have basic understanding on methods and principles of Social Work

## COURSE OUTCOMES

CO No.	Expected Outcome	*Learning Domains
1	Understand Social Group Work as a method of Social Work.	R & U
2	Apply Group Work as an intervention method.	A
3	Develop skills to apply Social Group Work	An, C
4	Demonstrate knowledge of and ability to assess the functioning of a Group.	U,C
5	Understand the role and scope of a Social Worker in Working with Groups	U

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	√	√	√		
CO2	√	√	√	√	
CO3		√	√	√	√
CO4	√	√	√	√	
CO5		√	√	√	√

## COURSE CONTENTS

### Module -1 - Introduction to Social Group Work

**15 Hours**

1.1. Definitions of Groups, Characteristics of Groups, Importance of Groups. Advantages and Disadvantages of groups

1.2. Types of Groups: Primary and secondary groups; Treatment groups (Support, Education, Growth, Therapeutic and Re-socialization groups), Task oriented groups (forum, team and committees) and Developmental groups (self-help groups, support groups and Training groups).

1.3. Role of Groups in the development of the Individual.

1.4. Groups as an Instrument of Social Change.



## **Module – 2. Social Group Work**

**15 Hours**

2.1. Definitions of Social Group Work, Objectives of SGW, Functions of SGW, Relevance and Scope of SGW.

2.2 Principles and values of Social Group Work

2.3. Group Work Models: Preventive, Remedial, Developmental, Recreational

2.3 Mock Group Work in the class room by the students

## **Module – 3. Group Work Process**

**10 Hours**

3.1. Stages of Group Development, Indicators Group development (Creativity, Concern, Pride, Group initiative, Confidence, Morale, Success, etc). Group Structure, Group Standards, Group membership.

3.2. Role of a Group Worker, Factors influencing Role in a Group, Leadership in a Group.

3.3. Group Dynamics: Importance of Relationship in Group Work. Teams, Team Building.

3.4. Program as Tool: Principles of Program Planning, Program Development,

## **Module – 4: Skills in Social Group Work**

**15 Hours**

4.1. Skills required in Group Work: Communication skills, Leadership skills, Problem Solving skills, Group maintenance skills. Conflict and Control.

4.2. Group Analysis: Social Group process; Socio-gram, Sociometry: Bond, Acceptance, Isolation, Rejection.

4.3. Other methods to know a Group: Members observation, Group Worker's Observation, Reports by others.

4.4. Role of a Group Worker. Social Group Work in various settings.

4.5 Recording in Social Group work: Types; Supervision

## Module 5. Teacher Specific Module

5 Hours

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings:

1. Bernstein Saul (1972). Explorations in Group Work, Essays in Theory and Practice. London: Bookstall Pub.
2. Garvin, Charles D, (1997). Contemporary Group Work. Prentice Hall.
3. Gracious Thomas etc. (2010). Social Group Work: Working with Groups –MSW-008 Indira Gandhi National Open University.
4. Konopka, Gisela (1963). Social Group Work: Helping Process. Prentice Hall.
5. Shulman Lawrence, (1999). Skills of helping individuals, families, groups, communities, Illinois: F. E. Peacock Publishers Inc.
6. Siddiqui, H Y. (2008). Group Work: Theories and Practice, Rawat Publications.

### Suggested Readings:

1. Boyd Neva Leona (1971). Play and Game Theory in Group Work: A Collection of Papers. Chicago: Jane Addams Graduate School of Social Work.
2. Grotzky, Lynn (et al) (2000). Group Work with Sexually Abused Children: A Practitioner's Guide. Sage Publications.
3. National Social Workers (1963). Social Group Work with Older People. New York.
4. Trecker, Harleigh B, (1972). Social Group Work: Principles and Practice Associated Pub. House.

## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%

• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

A person who has learned the various aspects of Group work is equipped with skills and knowledge required to work in all settings where people are involved. He can be a team leader, trainer, Counsellor and motivator. He is in demand to sort out conflicts, and misunderstanding in and among various types of groups in the settings. He can be an energizer and a catalyst to the employees and the management.

### **Sample Questions**

1. Define Groups and its characteristics (L1)
2. Discuss the Group Work models (L2)
3. Explain the various techniques used for analyzing a Group and its functions (L3)
4. Describe the role of a Group Worker in various social work settings (L4)
5. Group work is an effective method in social work to for social change – Elucidate with examples (L5)
6. Critically comment on the roles of group workers in determining the effectiveness of the group work (L6)

**KU4DSCBSW208: Social Work with Communities and Social action**

<b>Semester</b>	<b>Course Type</b>	<b>Course Level</b>	<b>Course Code</b>	<b>Credits</b>	<b>Total Hours</b>
IV	DSC (A6)	Intermediate (200-299)	KU4DSCBSW208	4	60

<b>Learning Approach (Hours/ Week)</b>			<b>Marks Distribution</b>			<b>Duration of ESE (Hours)</b>
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

**Course Description**

This course delves into the nature and scope of community organization and social action within the context of social work. It covers foundational concepts, principles, and goals related to community development, advocacy, and social change. Students explore the process of community organization, including needs assessment, strategic intervention, and evaluation. Ethical considerations are emphasized, focusing on human rights, social justice, and professional responsibilities. Practical applications in diverse community settings and the utilization of various organizing models enhance students' proficiency in community empowerment strategies and approaches to promoting social well-being.

**Course Pre-requisite:** Should have basic understanding on methods and principles of Social Work

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand the concept of community and its characteristics, functions, and types	R & U
2	Explore the principles, approaches, and models of community organization.	An
3	Demonstrate the knowledge base, skills and techniques for becoming an effective community organizer.	A, C
4	Analyze the concept of social action, its objectives, principles, methods, and strategies	An
5	Examine the various theories of social action and influential social movements.	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√	√	√	√	
CO2	√	√	√	√	√	
CO3	√	√	√	√	√	√
CO4	√	√	√	√	√	
CO5	√	√	√	√	√	√

## COURSE CONTENTS

### Module 1: Understanding Community

12 Marks

- 1.1 Community: - Meaning, Definition and characteristics
- 1.2 Types of community: - Rural community, Urban community and Tribal community their features and differences
- 1.3 Community power structure and sources of power
- 1.4 Leadership: Concept and types. Skills for a community leader.

### Module 2: Basics of Community Organization

13 Marks

- 2.1 Community Organization: Meaning, Definition, Characteristics, Objectives
- 2.2 History of community organization in India
- 2.3 Principles of community organisation
- 2.4 Difference between community organization and community development.

### **Module 3**

**15 Marks**

#### **Process and Models of community Organisation**

- 3.1 Model of community organisation:- Jack Rothman's model
- 3.2 Process of community organisation
- 3.3 Role and functions of community organizer, Skills of a community organizer.
- 3.4 Participatory Rural Appraisal: History, principles, tools, techniques in community organization

### **Module 4**

**15 Hours**

#### **Social action**

- 4.1 Social action: Meaning, Definition, characteristics, Objectives
- 4.2 Principles, methods, and strategies of social action
- 4.3 Various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Mahatma Gandhi (Sarvodaya) and Sri Narayana Guru)
- 4.4 Various social movements in India

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Asha Ramagond Patil (2013), *Community Organization and Development*, PHI Learning private limited.
2. Dr. A. Thomas William, Dr. A.J. Christopher, *Community Organisation and Social Action*, Himalaya Publishing House.
3. Gangrade, K.P., (1971), *Community Organization in India*, Popular Prakasan, Bombay
4. Neil Bracht (Ed.), (1990), *Health Promotion at the Community Level*, Sage Publications, New Delhi, London
5. Ross Murray, G., (1954), *Community Organization: Theory, Principles and Practices*, New York. Harper and Row
6. Singh, K. K., & Singh, R. S. (2011). *Social work and community development*. Jaipur: ABD
7. Siddhiqui, H.Y. (1997). *Working with the community*. New Delhi: Hira Publications.
8. Murthy .M.V.(1996), *Social Action*: Asian Publication House, Bombay
9. Christopher, A.J, & William, A.T. (2009). *Community Organization and Social Action*.
10. Raju, M. L. (2012). *Community organization and social action: Social work methods and practices*. New Delhi: Regal Publications.
11. *methods and practices*. New Delhi: Regal Publications.

### Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Rothman, J. (2001). *Strategies of Community Interventions and Macro Practices* (6th Ed.). Peacock Publications.
2. Gautam, P. R., & Singh, R. S. (2011). *Social work methods, practices and perspectives*. New Delhi: Anmol Publications.
3. Leon-Guerrero, A. (2011). *Social Problems: Community, Policy, and Social Action*. Los Angeles: Sage
4. Gandhi, M. K. *Sarvodaya (The Welfare of All)*, Ahmedabad: Navjivan Publishing House.
5. Gangrade, K. D. 1971 *Community Organisation in India*, Bombay, Popular Prakashan.
6. Anne Hope & Sally Timmet (1985). *A handbook for community workers*. 3 volumes, a. Gwera Mambo Press
7. Alinsky, Saul 1998, *Rule of Radicals*, Vintage Book Edition.
8. Bailey R and Mike Brake (EDs) 1975, *Radical Social Work*, Edward Arnold, London.
9. Baviskar A 2010, *Social Movements in India*, in N G Jayal and PB Mehta (EDs)- Oxford Companion to Politics in India, Oxford University Press, New Delhi.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

The Course would provide knowledge and skill to the students in working with community and community engaged activities and programmes. This would enhance the employability of the student in all domains of community engagement

**Sample Questions to test Outcomes.**

1. Define Community Organisation? Write the phases of community organization (L1)
2. Describe the process in social action (L2)
3. Differentiate between community organisation and community development (L3)
4. Elaborate on the role of a social worker in community organization (L4)
5. Discuss the method of social action. Discuss briefly the scope of social action with regards to rights of women (L5)
- 6.. Write down the scope of social action in India with examples (L6)



### **KU4DSCBSW209: Field Practicum in Local Development Institutions (Lab 2)**

<b>Semester</b>	<b>Course Type</b>	<b>Course Level</b>	<b>Course Code</b>	<b>Credits</b>	<b>Total Hours</b>
IV	DSC (A7)	Intermediate (200-299)	KU4DSCBSW209	4	120

<b>Learning Approach (Hours/ Week)</b>			<b>Marks Distribution</b>			<b>Duration of ESE (Hours)</b>
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

#### **Course Description**

Local development institutions are functioning for catering to the developmental needs at local level by closely working with local people with diverse socio-economic and cultural diversity. They follow a decentralized planning process with external and internal resources. The course is designed in such a way to give hands on experience to the student on the planning, implementation, monitoring, result orientation and governance practices apart from developing critical thinking and problem-solving capacity.

#### **Course Pre-requisite:**

- a) The Local Development Institutions (LDI) selected by/ allotted for the student from the list prepared by the Department should have accepted the Field Practicum request and gave necessary official confirmation to the department in this regard
- b) The student has prepared all the required pre- field practicum plans and get it approved by the faculty supervisor
- c) The student has attended the preparatory orientation programme by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	The student develops data base for planning, analyse data for identifying cause effect relationship, set objectives and action strategies for developmental projects / programmes	R, U, C
2	The student demonstrate ability to administer and manage developmental activities and functions	E, C
3	The student performs activities in a stakeholder participatory approach	A, C
4	The student demonstrates critical thinking, practice documentation and monitoring of developmental activities, IEC materials, Training plans	E, An
5	The student communicates effectively through written and oral presentations using audio- visual methods	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√	√	√	√	√	√
CO3		√	√		√	
CO4	√	√	√	√		
CO5		√	√	√	√	

## COURSE CONTENTS

### Module 1:Organizing the field practicum

**10 Hours**

1.1– Identifying the LDI and getting formal consent, completing procedural requirements and formalities

1.2. Understanding the LDI- Readings / literature review about the LDI

1.3. Developing an action plan for the lab and getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

## **Module 2: Learning the LDI**

**20 Hours**

2.1 Reporting the LDI- Discussions, setting learning objectives and finalizing the action plan

2.2 Knowing the history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance, functional divisions/ departments, clientele, administration and management including governance, financial budgeting, HR policy, procurement policy, quality control / standard operating practices, accounting practices, research and development, networks, collaborations, accreditations, financial auditing, customer feedback systems, social auditing, transparency keeping measures, etc of the LDI

2.3 Understanding the planning, monitoring, evaluation and documentation & Management Information System including reporting systems, methods and tools being used by the LDI

2.4. Knowing the roles, responsibilities and activities of various functional divisions/ departments of the LDI

## **Module 3: Familisaring the field level activities of the LDI**

**50 Hours**

3.2 Visit to various activities/ projects / programmes of the LDI – Interacting with the Community Groups, Beneficiary families / persons, activities implemented, participation of primary stakeholders, quality assurance measures, financial management, meeting systems, social audit, transparency, monitoring, results generated, continuity / sustainability aspects

3.2. Understanding community organization – Participating meetings of community/beneficiaries, discussion & decision-making process, democratic and participatory approaches, governance practices, capacity building and knowledge management systems

3.3. Understanding innovative practices- Application of technologies, use of various platforms for developmental programmes, indigenous knowledge systems, research practices

## **Module 4- Gaining skills in organizing and implementing activities**

**40 Hours**

4.1 Identify some activities based on the field visits and in consultation with various stakeholders

4.2 Plan the activity – develop baseline data, identify cause – effect relationship through data analysis, set objectives, prepare activities & action plan, budget preparation, implementation plan, documentation & reporting plan, etc

4.3. Implement the activity- Prepare materials to be used for the programme, Organize the community, Mobilize resources, arranging venue, implement the activity, prepare document, submit the document to LDI

4.4. Exit meeting with the LDI- Submit report, present the highlights of field practicum with activities undertaken, learning, suggestions / feedbacks based on evidences / data

4.5. Report preparation & submission to department

**Readings**

Given in Common Field Practicum Guidelines

**Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

**Employability for the Course**

Given in the Field Practicum Guidelines

### KU4SECBSW210: Digital Literacy for Social Work

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC 1	Intermediate (200-299)	KU4SECBSW210	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

Digital Literacy course designed to enhance employability in the modern professional landscape. This program covers foundational aspects such as digital literacy essentials, computer basics, and the binary system. Participants will gain proficiency in online communication, safety protocols, and leveraging Artificial Intelligence (AI). Additionally, the curriculum emphasizes responsible digital citizenship and equips learners with practical digital skills crucial for the contemporary workplace, including efficient email management, collaborative tool utilization, and professional social media engagement

**Course Pre-requisite:** Should have basic Computer Skill or Knowledge of use of Smart Phone

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand the significance of digital literacy in today's society and daily life.	R & U
2	Assess various online threats, including viruses, phishing, and scams, bullying and Cybercrimes.	A
3	Identify the role of social media in networking, branding, and information sharing in a professional context.	An
4	Apply efficient email management techniques and time management strategies	A
5	Utilise web search for learning and research	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5		PSO6
CO1	√						
CO2			√				
CO3	√				√		
CO4	√						√
CO5	√						√

## COURSE CONTENTS

### Module 1: Foundations of Digital Literacy and Computer Basics

**10 Hours**

- 1.1. Understanding the importance of digital literacy & Responsible use of internet
- 1.2. Understanding basics of computer components - Hardware vs. Software
- 1.3. Defining key terms and concepts - Binary system, Operating systems, computer languages
- 1.4. Data storage, transfer and management & Cloud computing

## **Module 2: Online Communication and Safety**

**10 Hours**

- 2.1. Web browsers and extensions, Domains and search engines, Mobile Applications for documentation (Photographs, Video making, etc)
- 2.2. Online threats - viruses, phishing, scams
- 2.3. Online safety protocols - firewalls, HTTP/HTTPS, VPN,
- 2.4. Use of Social Media & its audience – Facebook, X, WhatsApp, LinkedIn, YouTube, Blog

## **Module 3: Responsible Digital Citizenship**

**10 Hours**

- 3.1. Online identity and membership in online communities
- 3.2. Addressing cyberbullying and promoting positive online behaviour, Reporting to Organisation/ Company, Cyber Police
- 3.4. Using Internet for learning and research - Google scholar, J-store, Web of Science, Wikipedia, Infilbnet, AI applications & Respecting intellectual property and copyright

## **Module 4: Digital Skills for Productivity**

**10 Hours**

- 4.1. Efficiently managing emails - Use filters, labels, and folders to organize messages;
- 4.2. Collaborative tools - Google Docs, MS Teams, Video conferencing platforms like Google meet, Microsoft Teams, Zoom, Spreadsheets, calendars
- 4.3. File Management - Google Drive, Dropbox;
- 4.4. Note Taking - Evernote or OneNote

## **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Conduct practical sessions on mobile app-based photo and video capturing, content generation, editing, etc. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings (Books & Journals)**

1. Digital Literacy for College Students: A Practical Guide. Author(s): Garcia, S., & Patel, R., 2017, Wiley
2. Digital Citizenship in Schools: Nine Elements All Students Should Know. Author(s): Mike Ribble and Gerald D. Bailey
3. Navigating the Digital Landscape: A Student's Guide to Online Skills. Author(s): Davis, M., & Turner, L. Publication Year: 2019.
4. G. Molnár and Z. Sz, “Advanced mobile communication and media devices and applications in the base of higher education,” pp. 169–174, 2014
5. The New Rules of Marketing and PR: How to Use social media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. Author: David Meerman Scott

### **Suggested Readings (E-sources Websites/ & weblinks)**

1. Common Sense Education: <https://www.common sense.org/education/>
2. MediaSmarts: <https://mediasmarts.ca/>
3. ISTE - International Society for Technology in Education: <https://www.iste.org/>
4. <https://www.icevonline.com/blog/teach-digital-literacy-skills>
5. <https://www.cambridge.org/elt/blog/2022/04/07/understanding-developing-digital-literacy/>
6. <https://www.cyberwise.org/>
7. Cyber Peace Foundation: <https://www.cyberpeace.org>
8. Digital Citizenship Institute: <https://www.digitalcitizenshipinstitute.com/>
9. Digital India: <https://www.digitalindia.gov.in/>
10. MyGov.in - Digital Literacy: <https://www.mygov.in/campaigns/digital-literacy/>
11. Cyber Peace Foundation: <https://www.cyberpeace.org/>
12. Digital Vidya: <https://www.digitalvidya.com/>
13. Internet and Mobile Association of India (IAMAI): <https://www.iamai.in/>



## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>25</b>
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
• Practical performance (as assigned by the teacher- Eg. Mobile app-based photos/video making)	40%
<b>Total</b>	<b>100%</b>

### Employability for the Course / Programme

- The curriculum provides a strong foundation in digital literacy, fostering a range of skills essential for communication, data management and implementing safety measures.
- Graduates can contribute to organisation's strategic and positive online communication, use collaborative working tools, and organizational development through branding, networking and outreach.

### Sample Questions to test Outcomes.

1. List the various types of data management systems (L1)
2. Discuss effective safety measures and protocols for browsing internet. (L2)
3. Propose suitable behaviours for responsible digital citizenship contribute to a positive online environment. (L3)
4. Analyse various strategies for utilizing social media platforms to enhance professional presence and foster social development. (L4)
5. Compare the advantages and disadvantages of collaborative tools like Microsoft Teams, and Google Meet in an academic context. (L5)
6. Evaluate the opportunities provided by internet and digital technology as a social worker, how would we enhance productivity, foster a positive digital culture, and contribute to the organization's overall success. (L6)

## KU4VACBSW211: Cultural Diversity and Social Work Practice

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC 2	Intermediate (200-299)	KU4VACBSW211	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

### Course Description

Cultural diversity in a society is the aspect of respecting, recognizing, appreciating the cultural traits and behaviors when living together with people from diverse groups. Presence of people with diverse cultural background and their living together in a geographical unit is very common in the present world order. While working in various settings, the social worker has to acquire knowledge about the cultural heritage of different sections of the society. This course narrates various aspects of cultural diversity, inclusive development with social justice principles.

An understanding on cultural diversity would make the social workers value and consider different cultures in performing social work and fostering inclusive development. This course is designed to provide the social work students an understanding on the cultural diversity.

**Course Pre-requisite:** The student should have understanding of culture and cultural diversity through literature review

## COURSE OUTCOMES

CO No.	Expected Outcome	*Learning Domains
1	Understand the concept of culture, cultural diversity	R & U
2	Examine and analyses the culturally specific issues related to development work	U
3	Incorporate the culture specific aspects while planning and implementing social work activities, projects and programmes	A, An
4	Suggest the policy level changes required in maintaining cultural diversity for nation building	E
5	Plan and implement action strategies to maintain cultural diversity and harmony for the wellbeing of the citizens	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√	√	√	√	
CO2	√	√	√	√		√
CO3	√	√		√		
CO4	√	√	√	√	√	√
CO5	√	√	√	√	√	√

## COURSE CONTENTS

### Module 1: Understanding culture and Cultural diversity

– 12 Hrs

1.1 Culture – Concept and Definitions, Cultural Group, Characteristics of a culture

1.2 Cultural Diversity: What is cultural diversity? Understanding cultural diversity in terms of geographical, gender, sexual orientation, ethnicity, religion, race and socio-economic status

1.3 Unity in diversity

**Module 2: Major types of cultural diversity****- 10 Hrs**

2.1 Types- Internal, external, organizational and Global (World view)

2.3 Cultural Diversity in workplace

2.3 Core Principles for promoting Diversity in Social Work- Cultural competency, Client-centered practice, Intersectionality, Anti-discrimination and Empowerment

**Module 3: Diversity in social work practice****- 10 Hrs.**

3.1 Diversity in Micro Social Work (Culturally competent practice and Individual advocacy)

3.2 Diversity in Mezzo Social Work (Group work with diverse populations and Community outreach and education)

3.3 Diversity in Macro Social Work (Policy advocacy and Research & Evaluation)

**Module 4 Strategies for managing cultural differences****- 08 Hrs**

4.1 Inclusive Development – The concept, equality and diversity, regionalism, ethnocentrism, human rights, power relations, discrimination, oppression, marginalisation,

4.2 Role of the social worker in promoting cultural diversity - understanding, respect and tolerance of diversity and inclusion

**Module 5. Teacher Specific Module****- 5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings:**

1. Cole, M. (2012), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. Third Edition. London: Routledge.
2. Curtis, W., Ward, S., Sharp, J. and Hankin, L. (eds) (2014), *Education Studies: A Values Based Approach*. Third Edition. London: Sage
3. Knowles, G. (eds) (2011), *Supporting Inclusive Practice*. Second Edition. Suffolk: David Fulton Publishers.
4. Srinivas, M.N., *India: Social Structure*, New Delhi, Hindustan Publishing Corporation, 1980.

**Suggested Readings:**

1. Managing Cross – Cultural Diversity- A Challenge for Present and Future Organisations - Subhash C. Kundu, *Delhi Business Review*, Vol. 2, No. 2, July - December 2001
2. Ethnic and Cultural Diversity by Country, James D. Fearon, *Journal of Economic Growth*, Vol. 8, No. 2 (Jun., 2003), pp. 195-222, *Springer* URL: <http://www.jstor.org/stable/40215943>
3. Cultural Diversity and Education - Foundations, Curriculum, and Teaching, JAMES A. BANKS (5<sup>th</sup> Edition), *University of Washington, Seattle* Boston New York San Francisco
4. [National Association of Social Workers, Diversity, Equity and Inclusion](#)

**Assessment Rubrics:**

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"> <li>• University exam (Theory)</li> </ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"> <li>• Assignments (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content, seminar, Viva-Voce)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• Internal Examination -1 (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• Internal Examination – 2 (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• Class Room Participation (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<ul style="list-style-type: none"> <li>• Practical performance (as assigned by the teacher- Eg. Book/Article Review, etc)</li> </ul>	20%
<b>Total</b>	<b>100%</b>

**Employability for the Course:**

The course will enrich the student with knowledge of the cultural diversity and its role in development work. With the acquired knowledge, the student will be in a better position to manage and make use of diverse cultural heritage for effective social work practice.

**Sample Questions to test Outcomes.**

1. List out major types of cultural diversities (L1)
2. In your understanding what are the major characteristic features of a culture (L2)
3. Distinguish between Core Principles for promoting Diversity in Social Work (L3)
4. Analyze diversity in social work practice (L4)
5. Evaluate the effectiveness of strategies for managing cultural diversity from the examples of your filed practicum (L5)
6. Critically examine the present roles being performed by social workers in promoting cultural diversity in various settings of social work practice (L6)

### KU4VACBSW212: Health and Wellbeing

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	VAC 3	Intermediate (200-299)	KU4VACBSW212	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

This course gives an outline on 'Health and well-being,' these are broad concepts that encompass physical, mental, emotional, and social aspects of an individual's life. It refers to the overall state of being where an individual can thrive and live a fulfilling life. Achieving and maintaining good health and well-being requires a holistic approach that addresses all these aspects of life. It is important to prioritize self-care, seek support when needed, and make choices that promote overall wellness. Additionally, it is essential to recognize that health and well-being are dynamic and can change over time, so it is important to continually assess and adjust one's habits and behaviors to support optimal well-being.

**Course Pre-requisite: Nil**

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Elucidate the concepts of health and well-being and its application in different social work settings	R & U
2	Value the ethical and cultural considerations in health practice	U
3	Recognize positive health practices and health promotion strategies	A, An
4	Illustrate health assessment tool	E
5	Demonstrate skills in assessing community health needs	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		
CO2		√	√			
CO3			√			√
CO4			√		√	
CO5		√	√	√		

### COURSE CONTENTS

#### Module 1: Introduction to Health and Wellbeing

(10 Hours)

- 1.1 Definition and concept of health -WHO
- 1.2 Definition and concept of well-being- why it matters
- 1.3 Need and importance of maintaining health in daily life

#### Module 2: Understanding the Health Practice

(10 Hours)

- 2.1 Comparison of health and hygiene
- 2.2 Positive health practices

2.3 Different health and hygiene promotion methods and strategies

**Module 3: Layers of Health**

**(10 Hours)**

3.1 Indigenous knowledge of health

3.2 Spirituality and health

3.3 Healthy foods and diet plan

**Module 4: Management of Health and Wellbeing**

**(10 Hours)**

4.1 Importance of sleep for maintaining health

4.2 Modern lifestyle and yoga – maintaining health

4.3 Modern practices of health and wellbeing

**Module 5. Teacher Specific Module**

**(5 Hours)**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
2. Forshaw, M. (2003). Advanced psychology: Health psychology. London: Hodder and Stoughton.
3. Claude Bouchard, Steven N. Blair, William L. Haskell. Physical Activity and Health
4. Dhandapani, C. (2014). Facets of rural health in India. New Delhi: Serials Publications.

**Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Chattopadhyay, P. K., & Kushwaha, D. S. (Eds.). (2015). State of health, education, and women: Glimpses of rural India. New Delhi: New Delhi Publishers
2. Alok, K., & Singh, A. P. (2014). Rural sanitation in India: Compendium of case studies. New Delhi: Concept Publishing Company.
3. Varghese, S. (2006). Health and wellness. New Delhi: Sports Publication.
4. Eqbal, A. (2015). Public health and hygiene. New Delhi: Random Publications.



## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"><li>• University exam (Theory)</li></ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"><li>• Assignments (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content, seminar, Viva-Voce)</li></ul>	20%
<ul style="list-style-type: none"><li>• Internal Examination -1 (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• Internal Examination – 2 (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• Class Room Participation (attendance, Question &amp; Answer, conduct in class)</li></ul>	10%
<ul style="list-style-type: none"><li>• Practical performance (as assigned by the teacher- Eg. Book/Article Review, etc)</li></ul>	20%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

The syllabus delivers a piece of comprehensive knowledge on the health setting in a global scenario, it helps the students in their career to choose to work within the field of health setting in India.

### **Sample Questions to test Outcomes.**

1. Substantiate the need and importance of maintaining health in daily life (L1)
2. Summarize the different health and hygiene promotion methods and strategies (L2)
3. Choose the best positive health practices (L3)
4. Analyze the modern lifestyle and the importance of sleep (L4)
5. Evaluate the modern practices of health and well-being for maintaining health (L5)
6. Evaluate the healthy foods and diet plan and substantiate it with indigenous knowledge of health (L6)

# Semester 5

## KU5DSCBSW301: Social Work Research

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC (A8)	Higher (300-399)	KU5DSCBSW301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

Social Work Research offers an in-depth exploration of research fundamentals in social work, with a strong focus on using diverse research methods to enhance practice, policy, and service delivery within varied communities. It helps to develop critical skills to address complex social challenges, aligning their research with the strategic objectives of social work organizations to support evidence-based practices. The current trends in social work research emphasize ethical standards and compliance in research, preparing students for data-driven decision-making that drives meaningful advancements in social work, adapting to the ever-changing societal context.

**Course Pre-requisite: Should have studies topics on methods of social work**

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Develop a Basic Understanding of Research's Role in Social Work Practice	R & U
2	Demonstrate a profound understanding of ethical principles in Social Work Research, showcasing a high level of comprehension	U, A
3	Adopt the process, tools, techniques and methodological frameworks for problem formulation	A, An
4	Assess the current trends, practice and their application in Research Design in social work practice	E
5	Develop Comprehensive Research Skills for Impactful Social Work Practice	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√		√
<b>CO2</b>	√	√	√			√
<b>CO3</b>	√	√	√	√	√	
<b>CO4</b>		√		√		√
<b>CO5</b>	√	√	√	√	√	√

### COURSE CONTENTS

#### **Module 1. Introduction To Social Work Research (15 Hours)**

- 1.1 ***Foundations and Objectives of Research:*** Definitions and objectives of social research and social work research, Nature and scope of scientific enquiry.
- 1.2 ***The Components, paradigms, and Philosophy in Social Work Research:*** The concepts, constructs, conceptual and operational definitions, variables, assumptions, and hypotheses. The Paradigms and Philosophies - Overview of positivist, interpretive, and critical research paradigms. Understanding the philosophical underpinnings of social work research.
- 1.3 ***Research Design and Process:*** Review of the literature. Identification and formulation of research problems and objectives.
- 1.4 ***Ethics and Quality in Research:*** Reliability and validity, Ethical considerations, confidentiality, participant rights and guidelines in social work research.

#### **Module 2. Fundamentals Of the Research Process (15 Hours)**

- 2.1. ***Problem Formulation and Literature Review:*** Identification and articulation of research problems, comprehensive literature review, conceptual framework, synthesis and critical literature analysis.
- 2.2. ***Research Design and Methodologies:*** The basic research design concepts - the qualitative, quantitative, and mixed methods approaches.
- 2.3. ***Research Proposal Development:*** Methodology selection, Developing a coherent and structured research proposal. Basic and essential components of a structured research proposal
- 2.4. ***Application and Integration:*** Integrate all elements of the research process - from problem identification to proposal development - and develop a minor research proposal

#### **Module 03. Research Process and Data Collection (15 Hours)**

- 3.1. ***Research Design and Types:*** Definition and importance of research design. The types of research - explorative, descriptive, diagnostic, experimental, evaluation, participatory, intervention, and action research

**3.2 Sampling, Sources of data collection and types of data:** Definitions, purposes, and types of sampling: sampling design, sampling techniques, probability and nonprobability sampling. Primary and secondary data. Tools of data collection - questionnaires and interview schedules. Steps and guidelines in constructing tools of data collection.

**3.3 Methods of data collection:** Quantitative, qualitative, and mixed methods. The Qualitative data collection methods: Understanding qualitative data, in-depth exploration of methods such as interviews (structured, unstructured and semi-structured), focus groups, open-ended questionnaires, text/document analysis, participant observation, case studies, narrative analysis, audio-video recordings, and hybrid methods. The Quantitative Data Collection Methods: survey design, questionnaire, and other quantitative data collection methods. rigorous data collection practices in quantitative research.

#### **Module 04. Data Analysis Techniques (10 Hours)**

4.1. Introduction to qualitative analysis (thematic analysis, content analysis).

4.2. **Introduction to basic statistical techniques used in quantitative data analysis:** Descriptive Statistics: Mean, Median, Mode, standard deviation and variance, percentiles and quartiles. Inferential Statistics: T – Test, ANOVA, Chi-Square Test. Correlation and Regression Analysis: Pearson Correlation, Spearman's Rank Correlation, Linear Regression, Multiple Regression.

4.3. **Introduction to Statistical Software Packages:** SPSS, SAS, and Python with Libraries (NumPy, Pandas, SciPy)

#### **Module 05. Teacher Specific Module**

**5 Hours**

**Directions:** Application-level Work: Preparation of a synopsis of a proposed research work.

The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **ESSENTIAL READINGS**

##### **(BOOKS, JOURNALS, E-SOURCES WEBSITES/ WEBLINKS)**

1. Singh, K. (2019). *Quantitative social research methods*. Los Angeles: Sage Publications
2. Desai, M. (2002). *Methods and models in community and social work research*. New Delhi: Rawat Publications
3. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications
4. Patel, V. (2007). *Doing effective fieldwork: A textbook for students of Indian social work*. Jaipur: Rawat Publications
5. Kothari. C.R, (2004). *Research Methodology*. New Delhi: NAI Publishers.
6. Lakmi Devi, (1997) *Encyclopedia of Social Research*. Vol I, II & III. New Delhi: Anmol publications
7. LalDas.D.K., (2000). *Practice of Social Research*. Jaipur: Rawat Publications

8. Ram Ahuja., (2001). *Research Methods*, Jaipur: Rawat Publisher.
9. Babbie, E. R. (2010). *Essential Research Methods For Social Work*. Boston, MA: Cengage Learning.
10. Krishnaswamy, O. R. (2011). *Methodology Of Research In Social Sciences*. Himalaya Publishing House.
11. Kumar, A. (2011). *Quantitative Research Methods In Social Work*. New Delhi: Anmol Publications.
12. Lal, D. D., & Bhaskaran, V. (2008). *Research Methods For Social Work*. Jaipur: Rawat Publications.
13. Rubin, A., & Babbie, E. R. (2010). *Essential Research Methods For Social Work*. Boston, MA: Cengage Learning.
14. Boeije, Hennie (2010). *Analysis In Qualitative Research*, UK: Sage

**SUGGESTED READINGS (BOOKS, JOURNALS, E-SOURCES WEBSITES/ WEBLINKS)**

1. Kumar, A. (2015). *Social research and policy development in Indian context*. New Delhi: Shipra Publications
2. Panigrahi, L., & Sharma, S. (2017). *Social work education in India: Challenges and opportunities*. Indian Journal of Social Work, 78(4), 471-486
3. Manohar, P. (2014). *Statistical methods for social workers in India: An introductory handbook*. Bengaluru: Bookwell Publishers
4. *Social Work Research and Comparative Effectiveness Research (CER) - A Guide by the American Social Work Association*
5. *Ministry of Social Justice and Empowerment (Govt. of India) - Reports on social policies*
6. *World Health Organization Country Office for India - Social Research Reports*. -Link <https://www.who.int/southeastasia>

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%

• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course / Programme**

- The curriculum provides a strong foundation in Social Work Research, fostering a range of skills essential for employability in various organisations engaged in evidence-based practices in social work research.
- Graduates can contribute to evidence-based practices in development sector NGOs and Govt. Agencies that are national and international.

### **Sample Questions to test Outcomes.**

objectives of social research and social work research, Nature and scope of scientific enquiry.

- 1.** List the objectives of social research and social work research. (L1)
- 2.** Summarize the paradigms and philosophies of social work research. (L2)
- 3.** Consolidate the basic and essential components of a structured research proposal in social work. (L3)
- 4.** Analyze the nature and types of data collection methods in social work research. Compare the advantages and disadvantages of qualitative, quantitative and mixed methods. (L4)
- 5.** Evaluate the significance of scientific sampling in social work research. How can the factors involved in sampling selection contribute to the objectivity of research findings (L5)
- 6.** Evaluate the legal and ethical issues involved in evidence-based research practice in the social work field. How can a researcher ensure a fair and unbiased research process (L6)

### KU5DSCBSW302: Field Practicum in Professional NGOs (Lab 3)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC (A9)	Higher (300-399)	KU5DSCBSW302	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

#### Course Description

Non-Governmental Organizations (NGOs) are registered bodies under any of the Acts of the country and are working with an aim of generating development based on the perceived needs and problems at local, regional and national level. They closely work with various stakeholders such as rural, tribal & urban communities, community-based organisations & groups, government organisations, Panchayati Raj Institutions, CSR agencies, private companies, Research and development institutions, etc. NGOs generally follow a diverse approach, methods, tools in their planning process with external and internal resources. They practice social work in a stakeholder participatory approach aiming at integration, convergence and sustainability. The course is designed in such a way to give hands on experience to the student on the formation, administration, management of an organization and its planning, implementation, monitoring, result orientation and governance practices along with developing critical thinking, problem-solving, programme planning and implementation capacity among the students.

#### Course Pre-requisite:

- The NGO allotted to the student by the department from the NGO basket (list) should have accepted the Field Practicum request and gave necessary official confirmation to the department in this regard
- The student has prepared all the required pre- field practicum plans and get it approved by the faculty supervisor
- The student has attended the preparatory orientation programme by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Demonstrate comprehensive knowledge about developmental issues, problems, its causative factors, in-situ & ex-situ solutions to address it	R & U
2	Able to prepare data base for participatory planning, perform analysis, identify cause effect relationship, set objectives and action strategies for developmental projects / programmes	E, An
3	Perform ability to form, administer and manage developmental organizations, its activities and functions	C
4	Demonstrate knowledge and skills in participatory approaches in resource mobilization, studies, planning, implementation, monitoring and evaluation of developmental activities	C
5	Perform critical thinking, practice documentation and monitoring of developmental activities, prepare IEC materials, Training plans, HR Plans,	A, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√		√	√	√	√
CO3		√	√		√	
CO4	√	√	√	√		
CO5		√	√	√	√	

## COURSE CONTENTS

### Module 1: Organizing the field practicum (10 Hours)

1.1 Identifying the NGO and getting formal consent, completing procedural requirements and formalities

1.2. Understanding the NGO- Readings / literature review about the NGO

1.3. Developing an action plan for the lab and getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

### Module 2: Learning the organization (40 Hours)

2.1 Reporting the NGO- Discussions, setting learning objectives and finalizing the action plan / schedule for Field Practicum



2.2 Knowing the genesis & history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance, functional divisions/ departments, clientele, administration and management including governance, participatory approaches, financial budgeting, HR policy, procurement policy, quality control / standard operating practices, accounting practices, research and development, networks, collaborations, accreditations, financial auditing, customer feedback systems, social auditing, transparency keeping measures, etc of the NGO

2.3 Understanding the planning, monitoring, evaluation and documentation & Management Information System including reporting systems, methods and tools, information technology, conflict resolution systems being used / developed by the NGO

2.4. Knowing the roles, responsibilities and activities of various functional divisions/ departments of the NGO

### **Module 3: Understanding the Organization's Projects and the process followed (40 Hours)**

3.3 Visit to various activities/ projects / programmes of the NGO – Interacting with the Community Groups, Beneficiary families / persons, activities implemented, participation of primary stakeholders, quality assurance measures, financial management, meeting systems, social audit, transparency, monitoring, results generated, continuity / sustainability aspects

3.2. Understanding community organization – Participate the meetings of community/beneficiaries, discussion & decision-making process, democratic and participatory approaches, governance practices, capacity building and knowledge management systems

3.3. Understanding innovative practices- Application of technologies, application of social media, indigenous knowledge systems, research practices, networking & collaboration

### **Module 4- Gaining skills in organizing and implementing activities by applying social work methods, tools, principles and value base (30 Hours)**

4.1 Identify some activities based on the field visits and in consultation with various stakeholders

4.2 Plan the activity applying social work methods and tools– develop baseline data, identify cause – effect relationship through data analysis, set objectives, prepare activities & action plan, budget preparation, implementation plan, documentation & reporting plan, etc

4.3. Implement the activity- Prepare materials to be used for the the programme, Organize the community, mobilize resources, implement the activity, prepare document, submit the document to NGO

4.4. Exit meeting with the NGO- Submit report, present the highlights of field practicum with activities undertaken, learning, suggestions / feedbacks based on evidences / data

4.5. Report preparation & submission to department

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines

### KU5DSCBSW303: Field Practicum -National Social Work Exposure (Lab 4)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC (A10)	Higher (300-399)	KU5DSCBSW303	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

#### Course Description

The BSW students should be imparted with national level practices of social work by reputed professional organizations. It would expose them to latest trends in development and would give them a national level perspective of professional social work practice. In this course, the students will visit the identified organisations, learn the administrative, managerial and functional details of the organization and interact with the professional social work practices along with visiting and learning from the activities demonstrated in the field.

#### Course Pre-requisite:

- a) The department have finalized a destination / cluster area where there are good working & professional organizations in various settings of social work.
- b) The Organizations (Selected from the basket of Professional social work-related organizations which have demonstrated social work methods, tools, principles and activities in the field / among the target population/community in and around the finalized destination / cluster area) should have accepted the Field Practicum request and gave necessary official confirmation to the department in this regard
- c) The student has prepared all the required pre- field practicum plans and get it approved by the faculty coordinators of the course and with the concerned supervisor as the case may be.
- d) All arrangements for travel, boarding lodging and legal clearances/ compliances, etc are made
- e) The student has attended the preparatory orientation programme conducted by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Able to distinguish among local, regional and national level social work practices and its features	R & U
2	Comply with the knowledge and skill requirements of national level social work practices	An, A
3	Communicates effectively through written and oral presentations using audio- visual methods	A, C
4	Critically appraise the national level developmental situation	E
5	Apply social work competency to address social problems at various levels	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√	√	√	√	√	√
CO3		√	√		√	
CO4	√	√	√	√	√	√
CO5	√		√	√	√	√

## COURSE CONTENTS

### Module 1: Organizing the field practicum (14 Hours)

1.1. Forming committees, Identifying the destination / cluster area for exposure visit, identifying / finalizing National level social work organizations in various settings for conducting exposure and getting formal consent, completing procedural requirements and formalities, preparing day wise schedule with visit to organization and its field (a day for an organization including its field visit, depending to the nature of the work and field level activities) arraigning travel, boarding and lodging facilities and completing legal formalities/compliances

1.2. Understanding the Finalized Organizations- Readings / literature review about the organizations

1.3. Developing an action plan for the lab and getting it approved by the faculty coordinator /supervisor, identifying possible risks and developing its management plan.

## **Module 2- Exposure visits to various organizations (50 Hours)**

2.1. Knowing the genesis & history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance, functional divisions/ departments, clientele, administration and management including governance, participatory approaches, HR policy, quality control / standard operating practices, research and development, networks, collaborations, accreditations, customer feedback systems (as the case may be), social auditing& transparency measures, challenges / constraints and strategies adopted to overcome it, etc of the organization(A PPT presentation by the Organisation)

2.3 Understanding the planning, monitoring, evaluation and documentation & Management Information System including reporting systems, methods and tools, project exit strategy information technology, being applied / developed by the organization (A PPT presentation by the Organisation)

2.4. Knowing the roles, responsibilities and activities of various functional divisions/ departments of the organisation (A PPT presentation by the Organisation)

## **Module 3- Learning from the field level activities implemented (40 Hours)**

3.1 Visit to selected activities/ projects / programmes of the organisation- Learning the record keeping, meeting system, monitoring system, etc , visiting physical activities and interaction with community/beneficiaries, knowing the results generated

3.1 Learning strategies adopted to ensure community participations in the development process

3.2 Understanding sustainability and maintenance practices

## **Module 4- Understanding cultural, ethnic and folk-art diversity of the area (Maximum two days) (16 Hours)**

1.1 Visit to various monuments, historically known centres and areas

1.2 Report preparation & submission to department

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines

### KU5DSEBSW304: Social Welfare Administration

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE (A11)	Higher (300-399)	KU5DSEBSW304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Social Welfare Administration (SWA) deals with the principles and practices of Social Welfare Administration while analyzing contemporary challenges of social welfare systems in the Indian context. Its primary objective is to structuralize the process for administration, policy formulation, implementation, and evaluation techniques and develop skills in organizational management, resource allocation, and advocacy within diverse social contexts. It also deals with the ethical and legal frameworks guiding social welfare administration.

**Course Pre-requisite:** Should have studies topics on methods of social work

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Develop a foundational understanding of the concept, definitions, nature, and scope of social welfare.	R, C
2	Adopt the ability to analyze and differentiate between various forms and functions of social welfare agencies, understanding their roles at different administrative levels.	A, An,C
3	Acquire competence in analyzing the legal aspects of establishing human service organizations and implementing social welfare and development programs	U
4	Develop practical skills in program and project development, fundraising, and resource management	R, C
5	Exhibit competence in public relations, networking, referral services, decision-making, and conflict resolution	C, E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√		√
<b>CO2</b>	√	√	√	√		√
<b>CO3</b>	√	√	√	√	√	√
<b>CO4</b>	√	√	√	√	√	√
<b>CO5</b>	√	√	√	√	√	√

### COURSE CONTENTS

#### **Module 1: Introduction to Social Welfare**

**(15 Hours)**

- 1.1 Social Welfare: The Concept, Definitions, Nature and Scope
- 1.2 Social Welfare Administration: Concept, Definitions, Objectives and Nature.
- 1.3 Evolution of Social Welfare Administration in India (The transition from Charity to Sustainable Development Model).
- 1.4 Basic Concepts in social welfare: Social Service, Social Security, Social reform, Social Work, Public Administration and Social Security Administration

#### **Module 2: Social Welfare Agencies and Administration**

**(15 Hours)**

- 2.1 Social Welfare Agencies: The Concept, Forms and Functions. Government and Non-Government Organizations.
- 2.2 Social Welfare Administration in India at the local, State and Central Levels.
- 2.3 The Central and State Social Welfare Board: Structure, Functions and Programmes in India. State Welfare Board: Structure and Functions.
- 2.4 Administration Process in Social Welfare Agencies: Planning, organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting (Luther Gulick's POSDCORB).

#### **Module 3: Establishment Of Human Service Organization and Programs** (15 Hours)

- 3.1 Legal Framework and Registration Process of a Human Service Organization Registration, different types of registrations in India, legal status (Societies Registration Act 1860, the Indian Trusts Act 1882, and the Cooperative Societies Act, Section 8 of Companies Act 2013) Social Security Legislations – Women, Children, Elderly, LGBTQ, Differently Abled and Aged
- 3.2 Financial Management and Sustainability strategies for Human Service Organizations- Budgeting and Financial Planning, Resource Mobilization and Fundraising, Financial Accounting & Management practices

- 3.3 Social Enterprises initiated by HSOs- Concept and Definition of Social Enterprises, Familiarizing Farmer Producer Companies Act 2013, Start Ups, Venture Capital
- 3.4 Social Welfare and Development Programmes: Youth Development, Welfare of the Aged, differently abled, sexual minorities (LGBTQ), Welfare of Backward Classes with special reference to Scheduled Castes/Scheduled Tribes, Labour Welfare.

**Application-level Work:** Propose a mock memorandum of association for registering a human service organization according to the existing legal framework and registration process in India.

**Module 4: Skills And Techniques of Social Welfare Administration (10 Hours)**

- 4.1 Programme / Project Development, Compliances and Mandates – The Basics
- 4.2 Corporate Social Responsibility (CSR), Ministry of Corporate Affairs (MCA) Compliances and Mandates, Social Stock Market – The Basics
- 4.3 Public Relations, Networking, Referral Services, Out Sourcing and Collaboration – The Basics
- 4.4 Monitoring and Evaluations, Documentation, Decision Making, Conflict Resolution – The Basics

**Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Visit a human service organization and learn analyze the dynamics of its functioning. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Chaudhari, D. Paul (1983) – Social Welfare Administration, Delhi: Atma Ram & Sons.
2. Goel, S.L. & Jain R. K. (1988) – Social Welfare Administration: Theory and Practice, Vol.- I & II, New Delhi: Deep and Deep Publications.
3. Sachdeva, D.R. (1992-93) – Social Welfare Administration, Allahabad: Kitab Mahal.
4. Siddiqui, H. Y. (Ed.) 1983 – Social Work Administration, Dynamic Management and Human Relationship, New Jersey: Prentice –Hall.
5. Sanjay Bhattacharya (2002) Social work an Integrated Approach - Deep & Deep Publications Pvt.ltd
6. P.D Misra (1995) Social Work Philosophy and Methods, Inter India Publications
7. N.C. Saxena (2008) "Social Welfare Administration: Development and Prospects in India", Rawat Publishers.
8. Oommen, T. K. (2006) "Social Welfare Administration: Conceptual Frameworks and International Context", Pearson Publishers
9. Goel, B.B. – Project Management: A Development Perspective, New Delhi: Deep & Deep Publicationnn
10. Indian Journal of Social Work" Publisher: Tata Institute of Social Sciences (TISS), Mumbai

11. Social Welfare Monthly Magazine – Published by CSWB

**Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Agarwal, B. (2010). Social welfare administration: Concept, nature and scope. Rawat Publications
2. Desai, M. R. (2013). Social welfare administration. Nirali Prakashan
3. Mishra, S. N. (2018). Social Welfare Administration: Concept, Theories and Approaches. Atlantic Publishers & Dist
4. Singla, R. (2014). Social Welfare Administration: A Practical Approach. Deep and Deep Publications
5. Chopra, V. K. (2007). Social welfare administration in India. Kalpaz Publications
6. Desai, M. R. (2008). Social welfare administration in India. Popular Prakashan
7. Agarwal, M. P. (2011). Social Welfare Administration: Theory and Practice. Sahitya Bhawan Publications
8. Hasan, Z. (2012). Social welfare administration in India. Kanishka Publishers
9. Jha, J. C., & Srivastava, M. (2010). Social welfare administration: Policy and practice. ABD Publishers
10. Singh, K. (2016). Social Welfare Administration and Development. ABD Publishers
11. Verma, S., & Verma, M. (2007). Social Welfare Administration: A Modern Approach. Sarup & Sons
12. Agarwal, B. P. (2006). Social welfare administration. ABD Publishers
13. Mukhopadhyay, K. (2008). Social welfare administration in India. APH Publishing
14. Mishra, A. K. (2011). Social Welfare Administration: Policies, Programmes and Issues. Deep & Deep Publications
15. Ramanujam, R. C. (2013). Social Welfare Administration in India: A Policy Perspective. Sage Publications

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>



### **Employability for the Course / Programme**

- The curriculum provides a strong foundation in Social Welfare Administration, fostering a range of skills essential for employability in various government and non-government organizational settings.
- Graduates can contribute to social welfare administration and initiate welfare programs through establishing human service organizations

### **Sample Questions to test Outcomes.**

1. Define of social welfare administration. (L1)
2. Summarize the historical development of Social Welfare Administration in India. (L2)
3. Enumerate the functions of Central and State Social Welfare organisations in India (L3)
4. Analyze the notion of social welfare through Corporate Social Responsibility. Compare the advantages and disadvantages. (L4)
5. Evaluate the impact of Social Welfare and Development programs initiated by the government. How can these programs contribute towards social welfare (L5)
6. Evaluate the legal and ethical issues involved in registering a human service organization. How can a registered human service organization objectively ensure the quality of its service delivery (L6)

**KU5DSEBSW305: Social Work with Disability and Elderly**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE (A12)	Higher (300-399)	KU5DSEBSW305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55		05	30	70	100	2

**Course Description**

Social Work with Disability and Inclusion covers the multifaceted aspects of disability, social justice, and inclusion. It explores the basic concepts, historical contexts, policy landscapes, and intersectional perspectives shaping the lives of individuals with disabilities. It covers the practical skills in advocacy, accessibility, and community engagement, fostering inclusive environments as well as examining ethical considerations, cultural competencies, and empowerment strategies crucial for promoting equity and dignity.

This course also provides a comprehensive understanding of ageing and the diverse needs of the elderly, demographic trends, welfare measures, and practical skills in gerontological social work practices. Students will be equipped with the knowledge and skills necessary to work with the elderly and promote their well-being

**Course Pre-requisite: Nil**

**Course Outcomes**

CO No.	Expected Outcome	*Learning Domains
1	Develop a basic understanding of the concepts related to disability and aging aligning with the historical, cultural, and social context	An, C
2	Adopt practical social work skills to ensure effective strategies for engaging persons with disabilities in various social contexts.	R, U, C
3	Analyze and Apply theoretical knowledge to real-world situations, demonstrating sensitivity and responsiveness to diverse disability situations.	An, A
4	Demonstrate inclusive social work practices by developing the ability to design and implement interventions to address the unique needs of individuals with disabilities	C
5	Analyze the demographic trends and global perspectives on	U, An

	ageing, including the feminization of ageing, and evaluate the social and psychological theories of ageing.	
6	Identify and assess the diverse needs of the elderly, including physical, healthcare, psychological, social, and economic needs, and recognize the adjustment problems and mental health consequences associated with ageing.	R, An
7	Demonstrate the ability to apply gerontological social work practices, including assessment, planning, counseling, and support strategies for the elderly, and evaluate the effectiveness of institutional and community services for elderly care.	A, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	1				2
<b>CO2</b>	3		3		2	2
<b>CO3</b>	3		2	1	3	2
<b>CO4</b>	3	2	3		2	1
<b>CO5</b>	1	3	3	3	3	2

## COURSE CONTENTS

### Module 1: Conceptual Definitions and Approaches to Disability and Inclusion

**(15 Hours)**

- 1.1. Introduction to the basic concepts and definition of Disability, Impairment, Handicap and Inclusion.
- 1.2. Classification of 21 disabilities based on the Rights of Persons with Disability Act, 2016
- 1.3. Introductions to UNCRPD (United Nations Conventions for Persons with Disability) and ICIDH (International Classification of Impairments, Disabilities and Handicaps) Classification.
- 1.4. Needs, Concerns and Challenges of Persons with Disabilities (i) Physio-Medical, (ii) Educational, (iii) Psycho-Social, (iv) Vocational, (v) Professional, (vi) Empowerment, (vii) Rehabilitation, (viii) Preventive Measures. Economic, Cultural, and Environmental challenges faced by persons with disabilities in India.

## **Module 2: Legislation, Programs and Inclusion of Persons with Disability (15 Hours)**

2.1. Legislations for persons with disability– Rehabilitation Council of India Act 1992, Persons with Disability Act 1995, National Trust Act 1999, National Policy for Persons with Disabilities 2006, Rights of Persons with Disabilities Act 2016, The Mental Health Care Act 2017. RTE Act (2009 &2012).

2.2. Strategies for interventions - Prevention, Early Identification and interventions, Rehabilitation (Institutional/Community), Awareness, advocacy, capacity building programmes. counselling services.

2.3. An overview of Government and Non-Governmental Organizations for Persons with Disabilities – RCI, National Trust, National Institutes under the Ministry of Social Justice and Empowerment, Government Departments, NGOs and PWD Associations. The Department of Empowerment of Persons with Disabilities (DEPwD). The National Policy on Persons with disabilities 2006.

2.4. Implementation of adaptive strategies in diverse contexts. Inclusive Education, Assistive and Adaptive Technology, Accessibility audit and designing accessible environments

## **Module 3. Introduction, Problems, Needs and problems of elderly and Policies and programmes (15 Hours)**

3.1. Old Age- Meaning and Definition, Demographic trends

3.2 Problems (violence, neglect, abuse, crimes, empty nest syndrome, health concerns – physical and mental health and Needs of the old age- Physical needs, healthcare needs, social and economic needs

3.3 Constitutional safeguards and rights of elderly, National Policy on Older Persons (NPOP)

3.4 An overview of Governmental welfare programmes for senior citizens, Role of NGOs working for elderly

## **Module 4: Gerontological social work practice (10 Hours)**

4.1 Geriatric care: issues and challenges, services and programmes and skills in assessment and planning

4.2 Geriatric counselling, family interventions and support strategies

4.3 Institutional services, community services, hospice and palliative care

4.4 Approaches, methods, skills and strategies of working with and for the elderly

## **Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Visit to a centre that provides services to persons with disability and a home for the elderly and prepare a comprehensive plan for their welfare

## References

### A) Disability

#### Essential Readings (Books, Journals, E-sources Websites/ weblinks)

##### On disability

1. Banerjee, G. (2001). *Legal Rights of a Person with Disability*. New Delhi: Gyan Publishing House.
2. Bhumali, A. (2009). *Rights of Disabled Women and Children in India*. New Delhi: Serials Publications.
3. Dhawan, S. (2011). *Disability Studies in India: Retrospects and Prospects*. New Delhi: Gyan Publishing House.
4. Ghosh, N. (2016). *Handbook of Disability and Rehabilitation*. New Delhi: Arise Publishers and Distributors.
5. Karna, G.N. (1999). *United Nations and the Rights of Disabled Persons: A Study in Indian Perspective*. New Delhi.
6. Kundu, C.L. (ed). (2003). *Disability Status India*. New Delhi: Rehabilitation Council of India.
7. Mukherjee, M. (2006). *Problems of Disabled People*. New Delhi: Associated Publishers.
8. Pandey, & Advani. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
9. Punanani, B., & Rawal, N. (1997). *Community Based Rehabilitation (visually impaired)*. Mumbai: NAB.
10. Puri, M., & Abraham, G. (eds.). (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications.
11. Sen, A. (1988). *Psycho-Social Integration of the Handicapped: A Challenge for Society*. New Delhi: Mittal Publishers.
12. UNESCO. (2019). *Global Education Monitoring Report 2019: Migration, displacement and education: Building bridges, not walls*. UNESCO Publishing
13. World Health Organization. (1980). *International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases)*, Geneva: World Health Organization.

#### Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Karna, G. N., & Ghosh, S. N. (Eds.). (2019). *Disability Studies in India: Global Discourses, Local Realities*. Routledge
2. Hans, A. (2009). *Disability, Gender and the Trajectories of Power*. SAGE Publications India Pvt Ltd
3. Ghosh, S. N. (2019). *Understanding Disability: Inclusion, Access, Diversity, and Civil Rights*. Routledge
4. Ghosh, S. N. (Ed.). (2017). *Disability, Caste, and Gender: Voices from the Margin*. Routledge
5. Barton, L., & Oliver, M. (1997). *Disability and Society: An Introduction*. SAGE Publications Ltd
6. Singh, J. P., & Peter, B. (Eds.). (2015). *Inclusive Education in India: A Country in Transition*. Springer
7. Bickenbach, J., & Bhabha, J. (2018). *Disability and the Good Human Life*.

Cambridge, University Press

8. Chakrabarti, S. (2018). *The Disability Studies Reader in India: Essays on Disability, Identity and Culture*. Routledge
9. Shah, H., & Kulkarni, S. (Eds.). (2016). *Disability Studies in India: Global Perspectives*. SAGE Publications Pvt. Ltd
10. Mitra, S., Posarac, A., & Vick, B. (2013). *Disability and poverty in developing countries: A snapshot from the world health survey*. World Bank Publications
11. Mehta, A. S., & Sudhakar, S. (2015). Disability studies and the Disability Rights Movement in India. In *Disability studies in India: Interdisciplinary perspectives* (pp. 1-21). Springer
12. Sengupta, A., & Natarajan, S. (2019). Living with disabilities in rural Punjab, India: A gendered perspective. In *Gender, Disability and Development: The Indian Experience* (pp. 47-68). Routledge
14. Anand, R. (2016). Disability rights discourse in India: Key developments and recent trends. *Disability & Society*, 31(1), 46-64
15. Rao, K. D., Bhatnagar, A., & Berman, P. (2009). So many, yet few: Human resources, for health in India. *Human Resources for Health*, 7(1), 1-13
16. Mitra, S., & Sambamoorthi, U. (2006). Disability prevalence among adults: Estimates for 54 countries and progress toward a global estimate. *Disability and Rehabilitation*, 28(21), 1559-1566
17. UNICEF. (2013). *The State of the World's Children 2013: Children with Disabilities*. United Nations Children's Fund
18. WHO. (2010). *Community-based Rehabilitation: CBR Guidelines*. Geneva: WHO Press.

## **B) Elderly**

### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Paltasingh, T., & Tyagi, R. (Eds.) (2015). *Caring for the elderly: Social gerontology in Indian context*. New Delhi: Sage.
2. Hamilton, I. S. (2006). *The psychology of ageing: An introduction*. London & Philadelphia: Jessica Kingsley Publishers.
3. Bengtson, V. L., & Settersten, R. (Eds.) (2016). *Handbook of theories of ageing* (3rd ed.) New York: Springer Publishing Company.
4. Alam, Moneer. (2006). *Ageing in India: Socio-Economic and Health Dimensions*.
5. Binstock, R. H., & George, L. K. (2001). *Handbook of aging and social science*. New York: Academic Press.
6. Jackson, S. L., & Hafemeister, T. L. (2013). *Understanding elder abuse: New directions for developing theories of elder abuse occurring in domestic setting*. United States: Department of Justice, National Institute of Justice.
7. Hughes, M., & Heycox, K. (2010). *Older people, Ageing & social work knowledge for practice*.
8. Chatterjee, S.C. and K.P., Charian, V. 2008, Patna, *Discourses on aging and Dying*. New Delhi, Sage Publications.
9. World Health Organization (2002). *Active ageing: A policy framework*. Geneva: WHO.

10. Storlie, T. (2015). Person centred communication with older adults. USA: Elsevier.
11. Gallo, J. J. (2006). Handbook of geriatric assessment. Jones & Bartlett Learning

**Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Ramamurthi, P. V., & Jamuna, D. (eds.) (2004). Handbook of Indian gerontology. New Delhi: Serial Publication.
2. Sharma, S. K. (2017). Legal and constitutional safeguards for senior citizens in India. Universal Law Publishing.
3. Ministry of Social Justice and Empowerment, Government of India. (2011). National policy on older persons (NPOP).
4. Cox, E. O., Chapin, R., & Kelchner, E. (2014). Gerontological social work practice: Issues, challenges, and potential. Routledge.
5. Desai, M., & Siva, R. (eds.) (2000). Gerontological social work in India: Some issues and perspectives. Delhi: B.R. Publishing Corporation.

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

**Employability for the Course**

- The curriculum provides a foundation in the area of Disability and Elderly, fostering a range of skills essential for employability in various governmental and non-governmental organizational settings.
- Graduates can contribute to programs and policies that may facilitate the welfare and quality of life of persons with disabilities and the Elderly.

**Sample Questions to test Outcomes.**

1. Differentiate between disability impairment and handicap. (L1)
2. Summarize the needs and Issues related to Elderly (L2)
3. Choose a suitable rehabilitation program for a person with cerebral palsy suggesting the reasons for suitability of the program. (L3)
4. Analyze community-based rehabilitation. Compare the advantages and disadvantages of using institutionalized rehabilitation and community-based rehabilitation. (L4)
5. Evaluate the impacts of socio-economic changes in the present world on the lives of elderly (L5)
6. Evaluate the legal provisions existing In India for the protection of the rights of persons with disability. How can we ensure that the rights of the persons with disabilities are protected? (L6)



### KU5SECBSW306: Life Skill Education

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	SEC 2	Higher (300-399)	KU5SECBSW306	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40		05	25	50	75	2

#### Course Description

This course focuses on developing essential life skills necessary for personal growth and success. Students will learn to navigate various aspects of life by understanding themselves, interacting with others effectively, and managing stress and emotions in a healthy manner. Through this course, students will gain the expertise to empower others in navigating life challenges, fostering healthy relationships, and enhancing overall quality of life.

**Course Pre-requisite:** Nil

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand the conceptual basis of life skills and to apply practical strategies to practice self-awareness and empathy in their daily lives	R & U
2	Handle criticism constructively and enhance their analytical thinking abilities through practical strategies and explore out-of-the-box thinking techniques, understand the stages of creative thinking, and identify factors that can hinder creative thought processes.	E, A
3	Analyse various life problems and generating innovative solutions to complex problems or dilemmas, and making apt decisions in challenging situations, and recognizing the importance of decision-making in various aspects of life.	An
4	Analyse the value of relationships with friends and family and demonstrate effective communication skills in various life situations	An

5	Demonstrate coping strategies in stressful situations and practice expressing and managing emotions effectively.	A, C
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√			√	√	
CO2		√				
CO3					√	
CO4	√		√			
CO5	√					

### COURSE CONTENTS

#### Module 1: Life Skills: Self-awareness and Empathy (10 Hours)

1.1 Conceptual Basis of Life Skills: Definition, Need and significance.

1.2 Self-awareness: Self-awareness; Knowledge vs. awareness; "me as a unique person"

1.3 Self-control & self-confidence; Exploring personal strengths; My rights and responsibilities

1.4 Empathy: Understanding how people are alike and how we differ; Learning to appreciate the differences between people; Avoiding prejudice and subjectivity

#### Module 2: Critical Thinking and Creative Thinking (10 Hours)

2.1 Critical thinking: Qualities of a critical thinker; Making objective judgements about choices and risks; Resisting media influence on attitudes

2.2 Handling criticism; Analytical thinking, Strategies to enhance critical thinking

2.3 Creative thinking: Developing capacities to think in creative ways; Generating new ideas; Networking

2.4 Stages of creative thinking, factors hindering creative thinking

### **Module 3: Decision-Making and Problem Solving (10 Hours)**

3.1 Decision making: Learning basic steps for decision making

3.2 Importance of decision making

3.3 Problem solving: Basic steps for problem solving

3.4 Interpersonal Relationship and Effective Communication- Skills required (Eg. Communication), Coping with stress/Stress Management, Coping /Managing with emotions

3.5 Generating solutions to difficult problems or dilemmas; Conflict resolution and ways to resolve conflicts

### **Module 4:**

4.1 Interpersonal relationship skills: Steps to improve interpersonal skills

4.2 Communication: Basic verbal and nonverbal communication skills; Using assertiveness for communication; Effective use of body language; Accessing and analysing information

4.3 How to improve communications in daily life to improve interpersonal relationships. Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Presentation Skills

### **Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Conduct practical sessions on life skills. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Brown, C., & Garcia, M. (2019). Empathy: Understanding Similarities and Differences, Appreciating Diversity, and Avoiding Prejudice. *Journal of Interpersonal Relations, 30*(1), 89-104
2. Doe, J. (2020). Conceptual Basis of Life Skills: Definition, Need and Significance. *Journal of Life Skills Education, 10*(3), 45-57.
3. Johnson, R. (2018). Self-control & Self-confidence: Exploring Personal Strengths and Rights and Responsibilities. *Journal of Empowerment Studies, 15*(4), 123-136. DOI:
4. Smith, A. (2019). Self-awareness: Understanding Knowledge vs. Awareness and "Me as a Unique Person." *Journal of Personal Development, 20*(2), 78-92. DOI:
5. Wilson, L. (2021). How to Practice Self-awareness and Empathy in Daily Life: Differentiating Sympathy, Empathy, and Altruism. *Journal of Applied Psychology, 25*(4), 207-220.
6. Baker, D. (2020). Creative Thinking: Developing Capacities, Generating New Ideas, and Networking. *Journal of Creativity Studies, 12*(4), 189-203.
7. Carter, E. (2018). Out-of-the-Box Thinking: Stages, Factors Hindering Creative Thinking, and Strategies for Encouraging Creativity. *Journal of Innovation Research, 28*(1), 45-60.
8. Lee, M., & Clark, K. (2019). Handling Criticism, Analytical Thinking, and Strategies to Enhance Critical Thinking. *Journal of Cognitive Psychology, 35*(2), 123-137

9. Thompson, S. (2021). Critical Thinking: Qualities of a Critical Thinker, Making Objective Judgments, and Resisting Media Influence on Attitudes. *Journal of Critical Inquiry*, 18(3), 56-71
10. Anderson, L. (2020). Making Apt Decisions in Difficult Situations: Importance and Strategies. *Journal of Problem Solving*, 22(3), 102-115

### Suggested Readings

1. Adams, B. (2021). Communication: Basic Verbal and Nonverbal Skills, Using Assertiveness, and Effective Use of Body Language. *Journal of Communication Studies*, 30(3), 102-118.
4. Brown, E. (2019). Improving Communication in Daily Life to Enhance Interpersonal Relationships: Effective Listening, Negotiation Techniques & Process, Barriers of Communication, and Presentation Skills. *Journal of Communication Enhancement*, 22(4), 220-235.
5. Martinez, S., & Cooper, R. (2018). Learning the Value of Relationships, Forming Support Seeking and Building Relationships, and the Importance of Friendships and Negotiating. *Journal of Social Connections*, 40(2), 156-170.
6. Wilson, J. (2020). Interpersonal Relationship Skills: Steps to Improve Interpersonal Skills. *Journal of Interpersonal Communication*, 25(1), 34-47.
7. Garcia, M. (2019). Coping with Stress: Identifying Sources, Methods for Coping, and Strategies to Manage Stress. *Journal of Stress Management*, 18(1), 45-59.
8. Hernandez, L. (2020). Coping in Situations of Adversity: Strategies for Managing Stress. *Journal of Resilience Studies*, 12(2), 78-91.
9. Roberts, K. (2018). Coping with Emotions: Learning to Express, Recognition of Expression, and Coping with Emotional Distress. *Journal of Emotional Intelligence*, 20(3), 112-125.
10. Smith, D. (2021). Understanding the Impact of Emotions on Behavior and Coping with Emotional Distress. *Journal of Emotional Regulation*, 28(4), 198-211
11. Harris, T. (2019). Decision Making: Learning Basic Steps and Importance in Life. *Journal of Decision Making*, 8(2), 67-79.
12. Roberts, G. (2018). Problem Solving: Basic Steps and Conflict Resolution Techniques. *Journal of Conflict Management*, 15(4), 178-192.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>25</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%

<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course / Programme**

The curriculum emphasizes a robust foundation in Life Skills, enhance the professional etiquette and competency in career. Engagement in life skills practices can cultivate to understand other's needs and contribute to achieve the welfare goals of the individuals and society, while working in society and organizations.

### **Sample Questions to test Outcomes.**

1. Recall the stages of creative thinking and identify two factors that hinder creative thinking. (Remember)
2. Explain the difference between self-awareness and self-control, providing examples of each from personal experiences or observations. (Understand)
3. Given a hypothetical interpersonal conflict scenario, outline the basic steps for problem-solving and decision-making, indicating how they would be applied to resolve the conflict effectively. (Apply)
4. Critically evaluate the strategies used to enhance critical thinking skills, discussing their effectiveness and potential limitations. (Analyze)
5. Assess the importance of effective communication in improving interpersonal relationships, comparing and contrasting the impact of verbal and nonverbal communication skills. (Evaluate)

# Semester 6

## KU6DSCBSW307: Participatory Project Planning and Implementation

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC (A13)	Higher (300-399)	KU6DSCBSW307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

Development projects are always the requirement of any developing country and hence the need hour. The Social Workers play a major role in identifying need-based projects which in turn will contribute to sustainable development. The process of developing projects should be participatory as the role of different stake holders should be rightly understood and shared. The social work trainees need to have the right understanding and skill to develop feasible projects contributing to positive change. Participatory tools like PRA, PLA, Problem Tree, SWOT etc. play a major role in doing social analysis. Most of the development agencies including Govt. develop and implement different projects in line with the local need and contribute to nation building.

**Course Pre-requisite**-Should have a basic understanding on methods of social work and participatory approaches

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Familiarize the key aspects of participatory project planning	R & U
2	Assess the development issues through social analysis	An
3	Analyse the different roles of stakeholders in project cycle	An
4	Utilize different tools for project planning & administration	A
5	Design different need-based development projects enabling an environment to address development issues	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√	√		√	√
CO2	√		√	√	√	√
CO3		√			√	
CO4	√		√	√	√	
CO5	√	√	√	√	√	√

### COURSE CONTENTS

#### **Module 1: Introduction to Project (12 Hours)**

- 1.1 Definition, Purpose and Elements of a project.
- 1.2 Steps in Participatory Project Planning & Designing
- 1.3 Different Methods of Problem identification & analysis including Scientific Survey, PRA, FGD, & Problem Tree Analysis

#### **Module 2: Process involved in a Project (15 Hours)**

- 3.1 Stakeholder Identification
- 3.2 Action strategy planning, Budgeting, Resource Mobilization, Cost Benefit Analysis, Net Work analysis. Critical path method
- 3.3 Project implementation- Formation of Community Based Organizations & Project Management Committee, Monitoring & Evaluation,
- 3.4 Project Administration – Staffing, Resource Management, Documentation, Progress & Completion Reports

#### **Module 3: Participatory Rural Appraisal (15 Hours)**

- 3.1 Concept and Definitions of PRA
- 3.2 Evolution & Principles of PRA
- 3.3 Major PRA Tools (Mapping, Transect Walk, Wealth Ranking, Pair wise & Matrix Ranking, Venn Diagram, Inflow-Outflow analysis, Historical Timeline, Daily Routine Analysis, Seasonal calendars, etc)

#### **Module 4: Project Development/Writing (13 Hours)**

- 2.1 Familiarizing Contents of a project Report
- 2.2 Preparation of action plan, Implementation plan & milestones.
- 2.3 Logical Framework Analysis & Result Based Management
- 2.4. GAP Analysis, Project exit strategies

#### **Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Conduct Practical Sessions on PRA tools and discuss about two major projects being implemented in Kerala. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Mathew T.K : Project Planning, formulation and Evaluation.
2. Mishra S.N : Rural Development Planning Design and Method
3. Young, Traveler : Planning Projects, New Delhi.
4. Chandra, Prasanna :Project: preparation, appraisal, budgeting and implementation
5. Chambers, R. (2004). *Participatory Rural Appraisal: Methods and Applications in Rural Planning: Essays in Honour of Robert Chambers* (Vol. 5). Concept Publishing Company.
6. Chambers, R. (1992). *Rural appraisal: rapid, relaxed and participatory* (Vol. 311). Brighton: Institute of Development Studies.
7. Chambers, R. (2014). *Rural development: Putting the last first*. Routledge.
8. Chambers, R. (2015). PRA, PLA and pluralism: Practice and theory. *The SAGE handbook of action research*, 31-46.
9. Chambers, R. (1997). *Whose reality counts* (Vol. 25). London: Intermediate technology publications.
10. Chambers, R. (1994). Participatory rural appraisal (PRA): Analysis of experience. *World development*, 22(9), 1253-1268.

### **Suggested Readings**

1. Douthwaite, B., Alvarez, S., Thiele, G., & Mackay, R. (2008). Participatory Impact Pathways Analysis: A practical method for project planning and evaluation.
2. Cummings, F. H. (1997). Role of participation in the evaluation and implementation of development projects. *Knowledge and Policy*, 10(1), 24-33.
3. Luyet, V., Schlaepfer, R., Parlange, M. B., & Buttler, A. (2012). A framework to implement stakeholder participation in environmental projects. *Journal of environmental management*, 111, 213-219.
4. Nutt, P. C. (1983). Implementation approaches for project planning. *Academy of Management Review*, 8(4), 600-611.
5. Harris, J. L. (2011). *Project planning and management: A guide for CNLs, DNPs, and nurse executives*. Jones & Bartlett Publishers.



## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

Social Workers with capacity to design development projects have great employability in India & Abroad. The present course would enhance the knowledge and ability of the student in planning and implementation of the developmental projects and thus would increase the chance of being posted in developmental project within and outside the country.

### Sample Questions to test Outcomes.

1. What is participatory project planning and how it contributes to sustainability? (L1)
2. Examine the relevance of project planning in social work profession (L2)
3. Elaborate what is social analysis, explain common tools (L3)
4. Explain the importance of PRA in project planning (L4)
5. Discuss the different elements of a project, what is monitoring & evaluation (L5)
6. Critically analyze the development projects implemented in Kerala (L6)

### KU6DSCBSW308: Dynamics of Social Behavior

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC (A14)	Higher (300-399)	KU6DSCBSW308	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Understanding human behaviour in social contexts is very much needed for a social worker. Individuals behaves in different ways in social situations. There is a scientific explanation for individuals' behaviour in social situations. Social psychology gives an explanation for individuals behaviour in social situation. Also, this course explores various terms such as attitude, attribution, attribution, cognition etc.

#### Course Pre-requisite- Nil

#### Course Outcome

CO No	Expected Outcome	*Learning Domains
1	Identify the key concepts of social psychology	R & An
2	Relate the importance of social psychology in social work	U
3	Analyze individual's behaviour and interactions in social situations	An
4	Develop skills to practice various concepts of social psychology in social work	E, C
5	Adopt theories of social psychology in social work practice	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs/Pos

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√			√		
CO3	√		√		√	√
CO4	√	√	√		√	√
CO5	√		√	√		√

### COURSE CONTENTS

**Module 1 Introduction to Social Psychology (15 Hours)**

- 1.1 Social psychology - Definition and meaning,
- 1.2 Importance of social psychology in social work
- 1.3 Social psychology as a science, research methods in social psychology
- 1.4 Social psychology focuses on the behaviour of individuals, Causes of social behaviour and thought, – various variables

**Module 2 – Cognition, Perception and Attribution (15 Hours)**

- 2.1 Definition - Social cognition, definition - schemas
- 2.2 Impact of schema on social cognition: attention, encoding and retrieval, self-confirming nature of schemas.
- 2.3 Perception – types- personal and social
- 2.4 Attribution - understanding the causes of others behaviour, Theories of attribution. Impression formation and impression management

**Module 3 (15 Hours)**

- 3.1 Attitude: Definition, Components of attitude, Attitude formation, attitude maintenance and change
- 3.2 Stereotyping, prejudice and stereotyping - Definition, meaning and nature
- 3.3 Pro social behaviour, External and internal influences,
- 3.4 Theories and steps of prosocial behaviour, methods to increase Pro social behaviour

**Module 4 (10 Hours)**

- 4.1 Social relations: inter personal attraction: internal, external and interactive determinants of attraction.
- 4.2 Social influence – conformity,
- 4.3 compliance
- 4.4 obedience

**Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology* (12th ed.). Pearson.
2. Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social psychology* (9th ed.). Pearson.
3. Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.
4. Fiske, S. T., & Taylor, S. E. (2013). *Social cognition: From brains to culture*. SAGE Publications.
5. Hewstone, M., Stroebe, W., & Jonas, K. (2013). *Introduction to social psychology: A European perspective* (6th ed.). John Wiley & Sons.
6. Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.
7. Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). *The Sage handbook of prejudice, stereotyping, and discrimination*. SAGE Publications.
8. Batson, C. D. (2011). *Altruism in humans*. Oxford University Press.
9. Berscheid, E., & Regan, P. C. (2005). *The psychology of interpersonal relationships*. Psychology Press.

**Suggested Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Agarwal, B. (2010). *Social welfare administration: Concept, nature and scope*. Rawat Publications
2. Desai, M. R. (2013). *Social welfare administration*. Nirali Prakashan
3. Mishra, S. N. (2018). *Social Welfare Administration: Concept, Theories and Approaches*. Atlantic Publishers & Dist
4. Singla, R. (2014). *Social Welfare Administration: A Practical Approach*. Deep and Deep Publications
5. Chopra, V. K. (2007). *Social welfare administration in India*. Kalpaz Publications
6. Desai, M. R. (2008). *Social welfare administration in India*. Popular Prakashan
7. Agarwal, M. P. (2011). *Social Welfare Administration: Theory and Practice*. Sahitya Bhawan Publications
8. Hasan, Z. (2012). *Social welfare administration in India*. Kanishka Publishers
9. Jha, J. C., & Srivastava, M. (2010). *Social welfare administration: Policy and practice*. ABD Publishers
10. Singh, K. (2016). *Social Welfare Administration and Development*. ABD Publishers
11. Verma, S., & Verma, M. (2007). *Social Welfare Administration: A Modern Approach*. Sarup & Sons
12. Agarwal, B. P. (2006). *Social welfare administration*. ABD Publishers
13. Mukhopadhyay, K. (2008). *Social welfare administration in India*. APH Publishing
14. Mishra, A. K. (2011). *Social Welfare Administration: Policies, Programmes and Issues*. Deep & Deep Publications
15. Ramanujam, R. C. (2013). *Social Welfare Administration in India: A Policy Perspective*. Sage Publications

## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

This course would help the students to satisfy their requirements to work in care homes, counselling centres, etc

### Sample Questions to test Outcomes.

1. Define social psychology? (L1)
2. Social psychology as a science- Explain(L2)
3. Explain in detail how impression is formed and how it is managed (L3)
4. Social psychology focuses on human behaviour in social situations- Discuss it with examples (L4)
5. Critically examine how conformity, compliance and obedience influences a person's behaviour in society (L5)
6. Is prosocial behaviour a human quality needed for an individual? Critically analyse? Suggest measures to increase pro social behaviour?

### KU6DSCBSW309: Field Practicum with Vulnerable Sections (Lab 5)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC (A15)	Higher (300-399)	KU6DSCBSW309	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

#### Course Description

Development of vulnerable sections are one of the intervention areas of Social Work. Vulnerable sections of the community cover tribal / ethnic community, scheduled caste, institutes for people who are differently abled, elderly people, slum dwellers, low-income groups like farmers, transgender community, people living in re-settlement areas, fishing community, etc. Vulnerable sections have section specific/unique developmental challenges as well as common challenges. In Lab 6 of the BSW programme, the students who are posted to work among the vulnerable sections are expected to learn the specific developmental challenges of them, their characteristic features, usefulness of the developmental programmes, policy level issues and the areas to be improved, etc.

**PS:** Vulnerable sections include tribal / ethnic community, scheduled caste, institutes for people who are differently abled, elderly people, slums, fisher folk, low-income groups like farmers (like who are vulnerable to climate change), transgender, people living in re-settlement areas, fishing community, etc. If it is an institution, give priority to those institutions where there is at least one professional social worker is available

#### Course Pre-requisite:

- Prior formal consent should have been received from the community, ward member, Grama Panchayat, department or NGO, as the case may be.
- The student has prepared all the required pre- field practicum plans and get it approved by the faculty supervisor
- The student has attended the preparatory orientation programme by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Critically think and analyze the developmental challenges of vulnerable sections and prepare developmental activities for them	R, E
2	Assess and guide the vulnerable sections of the community in setting goals, objectives and planning developmental programmes	An
3	Demonstrate the capacity to organise the vulnerable sections of the community towards achieving developmental objectives in a stakeholder participatory approach	A
4	Apply skills in preparing documents and IEC materials of developmental programmes	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
<b>CO1</b>	√	√	√		√	√
<b>CO2</b>	√		√	√	√	√
<b>CO3</b>		√	√		√	√
<b>CO4</b>	√	√	√	√	√	√

## COURSE CONTENTS

### Module 1: Organizing the field practicum – 10 Hours

- 1.1. Identifying the Vulnerable Sections for the Field Practicum and getting formal consent/approval, completing procedural requirements and formalities
- 1.2. Understanding the Vulnerable Sections- Readings / literature review about the Vulnerable sections
- 1.3. Developing an action plan for the field level implementation of the lab and getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

### Module 2: Joining/Reporting and knowing specific information – 10 Hours

- 2.1 Joining/Reporting the Vulnerable sections of the community (Organisation, if it is through an Organisation)- Discussions, setting learning objectives and finalizing the action plan
- 2.2 Knowing the history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance for vulnerable sections' developmental programmes, governance systems, networks, collaborations, etc of the Organisation / Vulnerable Sections

- 2.3 Understanding the nature, living condition, problems being faced by the vulnerable sections, causative factors, solutions/activities planned and implemented
- 2.4. Knowing the power structure, decision making system, roles, responsibilities and activities of various power structures

### **Module 3: Knowing more about the Vulnerable Sections - 40 Hours**

- 3.1 Visit to various activities/ projects / programmes implemented– Interacting with the Community Groups, Beneficiary families / persons, activities implemented, participation level of primary stakeholders, meeting systems, social audit, transparency, results generated, continuity / sustainability aspects
- 3.2. Understanding community organization – Participating meetings of community/beneficiaries, discussion & decision-making process, democratic and participatory approaches, governance practices, capacity building and knowledge management systems
- 3.3. Understanding innovative practices- Application of technologies, application of social media, indigenous knowledge systems, research practices

### **Module 4- Gaining skills in organizing and implementing activities - 60 Hours**

- 4.1 Identify some unique activities for the vulnerable sections based on the field visits and consultation with various stakeholders
- 4.2 Plan the activity – develop baseline data, identify cause – effect relationship through data analysis, set objectives, prepare activities & action plan, budget, implementation plan, documentation & reporting plan, etc
- 4.3. Implement the activity- Prepare materials to be used for the programme, Organize the community for the activity, mobilize resources, implement the activity, prepare document, submit the document to the community and the organization
- 4.4. Exit meeting with the vulnerable section/s- Submit report, present the highlights of field practicum with activities undertaken, learning, suggestions / feedbacks based on evidences / data
- 4.5. Report preparation & submission to department

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines



### KU6DSEBSW310: Social Legislation

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE (A16)	Higher (300-399)	KU6DSEBSW310	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

The "Social Legislation" course is designed to provide students with a comprehensive understanding of the legal frameworks governing social issues in India. Exploring various statutes and regulations, the course covers topics such as labor laws, welfare schemes, and healthcare regulations. Students will delve into the historical evolution of social legislation, examining its impact on societal structures and marginalized populations. Through case studies and practical applications, participants will develop the skills needed to navigate the intricacies of social laws, ensuring compliance and contributing to effective social work practices. This course is indispensable for individuals aspiring to work in fields where knowledge of social legislation is vital, including social work, policy analysis, and advocacy.

#### Course Pre-requisite- Nil

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Develop a comprehensive understanding of social legislation in India.	An, C
2	Utilize the tools and techniques of social legislations.	R, A
3	Adopt the programs and policies for the welfare of vulnerable sections of the society.	A
4	Practice the various social legislations, ensuring the welfare and improvement of client groups.	A
5	Assess the application of legislations which is required for social work practice.	E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√		√	√
CO3	√	√	√	√	√	
CO4		√		√		√
CO5	√	√	√	√	√	√

### COURSE CONTENTS

#### **Module 1 – Introduction to Social Legislation (10 Hours)**

- 1.1 Concept, meaning and definition of social legislation.
- 1.2 Need and purpose of legislation in Indian context.
- 1.3 Scope of social legislation in India.

#### **Module 2 - Legislations related to Women & Children (15 Hours)**

- 2.1 Women related legislations (Immoral Traffic Prevention Act 1956 and Its amendment bill in 2006, Dowry Prohibition Act 1961
- 2.2 Medical Termination of Pregnancy Act 1971 and Its amendment in 2021, PNMT Act, 1994. Protection of Women from Domestic Violence Act, 2005).
- 2.3 Children related legislations (POCSO Act 2012 and amendment bill 2019, Juvenile Justice Act 2000 amendment in 2015
- 2.4 Right of Children to Free & Compulsory Education 2009, Prohibition of Child Marriage 2006).

#### **Module 3 - Policies and Programs Related to Vulnerable Groups (15 Hours)**

- 3.1 Policies and Programs Related to Vulnerable Groups – Person with Disability Act 1995 and its amendment 2016
- 3.2 Cyber crimes and cyber laws, National Commission for Women, National Child Rights Protection Commission, National Commission for SC, National Commission for ST.
- 3.3 Schemes and Programs related Social work practice – MGNREGA Act, Sarva Shiksha Abhiyan, Midday Meal Scheme
- 3.4 STEP 1986, Mahila E-Haat 2016, One Stop Centre Scheme, DISHA, Snehaswantham for Endosulfan.

#### **Module 4 - Legislation Related to Labors (15 Hours)**

- 4.1 Minimum Wages Act, 1948, Employee State Insurance Act, 1948.
- 4.2 Employee Provident Fund Act, 1952.
- 4.3 Maternity Benefit Act, 1961
- 4.4 Gratuity Act, 1972.

**Module 5. Teacher Specific Module****(5 Hours)**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings**

1. Manjre Ramakrishnanm, S.P. (n.d): Social Legislation & Human Rights, Gaurav Book Centre Pvt.Ltd.
2. Gangrade, K.D. (1978), Social Legislation in India, Concept Publishing Company, New Delhi.
3. Srivastava, R. (2013). Social Legislation and Crime. Atlantic Publishers & Distributors.
4. Sarkar, S. (2017). Social Legislation in India: Indian Social Problems and Their Legislative Solutions. Eastern Book Company.

**Core Suggested Readings**

1. Jain, M. P. (2019). Indian Social Legislation. Universal Law Publishing Co.
2. Bhatia, I. P. (2018). Social Legislation in India. LexisNexis.
3. Agarwal, P. K. (2016). Social Legislation. Allahabad Law Agency.
4. Kumar, V. (2014). Social Welfare Legislation in India. Deep & Deep Publications.
5. Garg, A. K. (2011). Social Security Legislation in India. Deep & Deep Publications.
6. Kapoor, A. (Ed.). (2019). Encyclopedia of Social Legislation in India. Prashant

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

- **Policy Advocacy and Compliance:** Graduates of the "Social Legislation in the Indian Context" course possess expertise in navigating and applying social laws, making them valuable assets in various sectors. They can contribute to organizations by ensuring compliance with relevant statutes, thereby minimizing legal risks and promoting ethical practices. Their knowledge is particularly beneficial in roles involving policy analysis and advocacy for social justice.
- **Effective Social Work Practice:** Professionals with a background in social legislation are well-equipped to address complex social issues. They can design and implement interventions that align with legal frameworks, ensuring that social work practices adhere to established laws and regulations. This expertise enhances their effectiveness in roles related to community development, social welfare, and support for marginalized populations.

### **Sample Questions to test Outcomes.**

1. What is the definition of social legislation? (L1)
2. Can you explain the significance of the amendments to the Dowry Prohibition Act in 2021? (L2)
3. How can the National Commission for Women contribute to promoting gender equality and women's empowerment in India? (L3)
4. Analyze the impact of the Employee Provident Fund Act on retirement planning and social security for workers. (L4)
5. Develop a new policy initiative to address the challenges faced by persons with disabilities in accessing education and employment opportunities. (L5)
6. Evaluate the effectiveness of the Gratuity Act, 1972, in providing financial security to employee's post-retirement. (L6)

### KU6DSEBSW311: Local Self Governance

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE (A17)	Higher (300-399)	KU6DSEBSW311	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Local Self Governance (LSG) has got its due emphasis in India after the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments. Local Self Governance is ensured through the decentralized Panchayati Raj Institutions (PRIs) in the country. These institutions are also known as Local Self Government Institutions (LSGIs). After the Constitutional Amendment, many powers and functional responsibilities with financial and human resources are entrusted with the LSGIs to cater to the local developmental issues / problems. With this, the LSGIs have become instrumental in planning and implementing developmental activities at local level. This course is designed to provide the students a detailed understanding of the LSG and the LSGIs. Since Social Work is directly connected with the problems of the community, the contents of the course would help the social work students, in facilitating the development in a better way.

**Course Pre-requisite: Nil**

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand and discourse with the scope and potential of the local self governance	R & U
2	Assess the strengths and weaknesses of the local level governance practices	An
3	Able to guide / facilitate the community in planning and implementing developmental activities and projects dovetailing resources from the community and LSGIs	An, E, C
4	Utilize the resources for generating sustainable results at grassroots	A
5	Promote the grassroots level governance process	An, C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√	√		√	
CO2	√		√	√	√	
CO3		√			√	
CO4	√				√	
CO5	√	√	√	√	√	√

### COURSE CONTENTS

#### **Module 1: Understanding Local Self Governance and Democratic Decentralisation- 10 Hours**

- 1.1 Governance and Local Governance - Concept and Definition
- 1.2 Decentralisation and Democratic Decentralisation - Concept, Definition and Objectives
- 1.3 Need for community participation in local governance
- 1.4 Understanding PESA (Panchayat Extension in scheduled Areas)

#### **Module 2: Evolution of Panchayati Raj System in India – 15 Hours**

- 2.1 Various Committees constituted by Government in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees)
- 2.2 Salient features of the 73<sup>rd</sup> Amendment Act of the Constitution of India
- 2.3 Salient features of The 74<sup>th</sup> Amendment Act of the Constitution of India
- 2.3 Familiarising Ministry of Panchayati Raj and National Institute of Rural Development a& Panchayati Raj (NIRD&PR)

#### **Module 3: Features of Local Self Governance Institutional Systems in Kerala – 20 Hours**

- 3.1 Three Tier Panchayati Raj System in Kerala – Structure, Powers and mandatory functions, Transferred institutions, source of financial resource, etc
- 3.2. Standing Committees of Three Tier LSGIs
- 3.3 Planning System of Gramapanchayats, Municipal Corporations and District Panchayats (Gramasabha/Ward Sabha/Ooru Sabha, Development Seminar, Online project submission & management system of LSGIs, District Planning Committee)
- 3.4 Financial Governance – Local Fund Audit, Performance Audit, Account General’s Audit, Social Audit, etc
- 3.5 Roles of Kerala Institute of Local Administration (KILA) in improving the functioning of LSGIs

#### **Module 4: Roles of LSGIs in development -10 Hours**

- 4.1 Local Economic Development – Agriculture and its allied sector activities, livelihood activities, Kudumbasree
- 4.2 Infrastructure Development – Roads, Bridges, Housing, Drinking Water & Sanitation, etc

4.3 Welfare roles- Pension schemes, Scholarships to differently abled, Women Development, ICDS, tribal development, etc

4.4 Various licenses being issued by the LSGIs

### **Module 5. Teacher Specific Module- 5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Shakunatala Sharma, Grass Root Politics and Panchayat Raj Deep and Deep, a. New Delhi, 1994.
2. George Mathew, Status of Panchayat Raj in the States in India, Concept, New Delhi, 1995.
3. Chahar, S.S. (Ed.) (2005) 'Governance of Grassroots Level in India', New Delhi : Kanishka Publishers
4. Devas, Nick and Others (2006) 'Urban Governance, Voice and Poverty in Developing World' London: Earthscan
5. Haldipur, R.N. Paramahansa V R K (Eds.) (1970) 'Local Government Institutions in India', Hyderabad : National Institute of Community Development
6. Hooja, Prakash and Hooja, Meenakshi (2007) 'Democratic Decentralization & Planning', Jaipur : Rawat Publications
7. Jain, S. C. (1967) 'Community Development & Panchayat Raj', Madras : Allied Publishers Pvt. Ltd
8. Kumar, Krishna, 'Direct Democracy & Village Governance', New Delhi : Deep & Deep Publication
9. Mishra, S.N., Mishra Sweta and Pal, Chaitali (2000) 'Decentralized Planning and Panchayati Raj Institutions', New Delhi: Mittal Publications
10. Kumar, R. (2015). Historical Development of Panchayati Raj in India. *International Journal in Management & Social Science*, 3(8), 523-530.
11. Baluchamy, S. (2004). *Panchayati Raj Institutions*. Mittal Publications.
12. Usha, K. (2012). Role of Panchayat Bodies in Rural Development: How to Improve the Functioning of Panchayat Institutions. *Indian Journal of Public Administration*, 58(4), 707-718.
13. Kannan, K. P. (2015). *The New Panchayat Raj in Kerala: Reflections on its Institutionalization and Developmental Record*. Research Unit on Local Self Governments, Centre for Development Studies.
14. Vidya, S. (2018). *Empowerment of women through participation in panchayat raj institutions: the case of Kerala* (Doctoral dissertation, Department of Economics, University of Calicut, Kerala.).

#### **Suggested Readings**

1. Lele, Medha Kotwal, Kulkarni, Vandana 'Power and Empowerment', Pune : Alochana Centre for Documentation and Research on Women
2. Maheshwari, Shriram (1994-95) 'Local Government in India', Agra : Laxminarayan Agarwal
3. Palenithurai, G. (Ed.) (1966), 'New Panchayati Raj System – Status and Prospects', New Delhi : Kanishka Publishers
4. Bates, C. (2005). The Development of Panchayati Raj in India. *Rethinking Indian political institutions*, 169-184.

## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"><li>• <b>University exam (Theory)</b></li></ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"><li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Internal Examination -1</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Internal Examination – 2</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Class Room Participation</b> (attendance, Question &amp;Answer, conduct in class)</li></ul>	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

Knowledge on Local Self Governments and its functions, roles and responsibilities would enhance the eligibility of the social workers to get employed in various developmental projects being implemented by the LSGIs, Government and NGOs

### Sample Questions to test Outcomes.

1. In your understanding, what are the new roles and responsibilities to be performed by the LSGIs (L1)
2. What are the contributions of Local Self Government Institutions in addressing developmental issues of grassroots (L2)
3. Narrate the performance of Local Self Government Institutions in managing common resources and public assets (L3)
4. Explain with examples the pros and cons in the planning and implementation process of Local Self Government Institutions and propose measures to strengthen the plannings and implementation systems (L4)
5. Discuss the different project attempts of the Local Self Government Institutions with stakeholder participation (L5)
6. Critically examine the strengths and weaknesses of the local self-government institutions in sustaining the results of the projects implemented by them (L6)



### KU6SECBSW312: Basic Counselling Skills for Social Workers

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC 3	Higher (300-399)	KU6SECBSW312	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
40	0	5	25	50	75	2

#### Course Description

This course explores the nature and scope of counselling, covering foundational concepts, principles, and goals. Students delve into the counselling process, examining assessment, intervention, and termination phases. Ethical considerations are emphasized, addressing rights, confidentiality, and legal responsibilities. Knowledge practical applications in various settings and diverse counselling theories enhance students' proficiency in counselling techniques and approaches.

**Course Pre-requisite:** Should have basic understanding on methods and principles of Social Work

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Students will demonstrate comprehensive understanding of the nature and scope of counselling	R,U,A
2	Students will Construct meaning from counselling principles through interpretation and explanation	C
3	Students will integrate basic counselling skills to form a coherent and functional counselling approach	An, A
4	Students Evaluate ethical dilemmas in counselling and propose appropriate solutions, demonstrating an understanding of ethical codes and guidelines for professional social work practice.	E
5	Students will Apply basic counseling techniques and therapeutic interventions in counselling sessions with diverse populations	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√			√
CO3	√	√	√	√	√	
CO4		√	√			√
CO5	√	√	√	√	√	√

### COURSE CONTENTS

#### UNIT 1: NATURE AND SCOPE OF COUNSELLING

**12 Hours**

- 1.1 Definition and concept of Counselling
- 1.2 Meaning, principles and goals of counselling,
- 1.3 The Phases of the Counselling Process (Assessment, Intervention, and Termination),
- 1.4 Basic skills and characteristics of an Effective Counsellor,
- 1.5 Personal challenges as a Counsellor,
- 1.6 The Client-Counsellor Relationship,
- 1.7 Importance of self-care for social workers

#### UNIT 2: ETHICS IN COUNSELLING

**08 Hours**

- 2.1 Need for Ethical Standards, Ethical Codes and Guidelines
- 2.2 Rights of Clients, Dimensions of Confidentiality,
- 2.3 The Counsellor's Ethical and Legal Responsibilities.

#### UNIT 3: PRACTICE OF COUNSELLING IN DIFFERENT SETTINGS

**10 Hours**

- 3.1 Practice of counselling in family counselling centers,
- 3.2 Educational settings,
- 3.3 Vocational counselling,
- 3.4 Industrial counselling,
- 3.5 De – addiction counselling.

#### UNIT 4: VARIOUS APPROCHES AND THERAPIES

**10 Hours**

- 4.1 Psychoanalytic approach,
- 4.2 client-centered approach,
- 4.3 Cognitive behavioural approach,
- 4.4 TA, REBT
- 4.5 Crisis intervention, eclectic approach,

#### Module 5. Teacher Specific Module

**5 Hours**

**Directions: Conduct practical** sessions on counselling process and skills. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Reading

1. Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy. Cengage Learning.
2. Egan, G. (2018). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping. Cengage Learning.
3. corey, G., Corey, M. S., & Callanan, P. (2018). Issues and Ethics in the Helping Professions. Cengage Learning.
4. Herlihy, B., & Corey, G. (2014). Boundary Issues in Counseling: Multiple Roles and Responsibilities. John Wiley & Sons.
5. Geldard, K., Geldard, D., & Yin Foo, R. (2017). Basic Personal Counselling: A Training Manual for Counsellors. Cengage Learning.
6. Ivey, A. E., & Ivey, M. B. (2019). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society. Cengage Learning.
7. Corsini, R. J., & Wedding, D. (2011). Current Psychotherapies. Cengage Learning.
8. Heron, J. (2001). Helping the Client: A Creative Practical Guide. SAGE Publications.

### Suggested Reading

1. Gehart, D. R. (2018). **Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation.** Cengage Learning.
2. Corey, G., Corey, M. S., & Callanan, P. (2018). Issues and Ethics in the Helping Professions (10th ed.). Cengage Learning.
3. Herlihy, B., & Corey, G. (2014). Boundary Issues in Counseling: Multiple Roles and Responsibilities (3rd ed.). Wiley.
4. Gladding, S. T. (2017). Counseling: A Comprehensive Profession (8th ed.). Pearson.
5. Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.
6. American Counseling Association (ACA). (<https://www.counseling.org/>)
7. American Association for Marriage and Family Therapy (AAMFT). (<https://www.aamft.org/>)

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>25</b>
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%

<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class )</li> </ul>	10%
<ul style="list-style-type: none"> <li>• Practical performance (Eg. Counselling Workshop)</li> </ul>	40%
<b>Total</b>	<b>100</b>

### **Employability for the Course**

The course provides an understanding of counselling. This foundational knowledge equips graduates with the basic skills needed to work with individuals and families. Students will also learn basic skills and characteristics required for a counsellor. The course prepares graduates for practice in diverse settings such as family counselling centers, educational institutions, vocational counseling, industrial settings, and de-addiction centers. This versatility enhances employability of Social Work Graduates.

### **Sample Questions to test Outcomes.**

1. Explain the core principles that guide counselling practice (L1)
2. Discuss the personal qualities and characteristics that contribute to counselor effectiveness (L2)
3. Reflect on personal biases and values that may impact counselling practice and identify methods for mitigating their influence. (L3)
4. Compare and contrast various ethical codes and guidelines applicable to counselling practice (L4)
5. Critically evaluate the strengths and limitations of each approach in addressing different client populations and presenting concerns. (L5)
6. Narrate your knowledge about counselling by writing a detailed report of a counselling session (L6)

### KU6INTBSW313: Project based Internship (Lab 6)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Internship	Higher (300-399)	KU6INTBSW313	2	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		15	35	50	NA

#### Course Description

The internship is proposed in accordance with the UGC guidelines for Internship for UG Programme, for enhancing the Employability of the student. According to UGC guidelines 'Employability refers to the certain attributes of an individual that enable him/her to perform any job opportunity in line with the set standards of performance to meet expectations for the expected job. Employability is a set of skills and attributes developed through a range of experiences at workshops and workplaces'

The students will be posted/engaged in a social work organization or an entity which has social work activities (government, local self-government institutions, government undertaking, private organizations, extension wing of an academic/higher education institution, universities, research and development institutions, non-government organizations, social enterprises like FPOs, Hospitals, Start-us, and similar kind of entities) , under the supervision / mentorship of a professional social worker / a development expert from the given organization/ entity. The internship is for induction into actual social work situations to provide the student hands on experience in working with the real situations / social work phenomena and through on-site experiential learning.

**PS: See Detailed Guidelines for Internship for more details other than what is given here**

#### Course Pre-requisite:

- The internship organization should have formally consented to do internship
- An Organisation Supervisor for the mentoring the intern was finalized by the Department in consultation with the organization
- The student has prepared an internship project synopsis and all the other required pre-internship plans with specific deliverables and time frame and got it approved by the faculty supervisor
- The student has attended the preparatory orientation programme by the department for the course

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Prepare a project report	A, C
2	Organize and mobilize himself/herself to undertake and discharge professional social work practice	R, U, A
3	Work in an Organisation up keeping the performance standards and social work ethics and value base	A, C
4	Do an activity with innovations to make it result oriented and sustainable	A, C
5	Demonstrate employability and able to work in different situations in a collaborative and net worked manner	An, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√		√	√	√	√
CO3		√	√		√	
CO4	√	√	√	√	√	√
CO5	√		√	√	√	√
CO6	√		√	√	√	√

## COURSE CONTENTS

### Module 1: Organizing the field practicum (08 Hours)

- 1.1– Identifying the organization where there is scope for project-based internship and getting formal consent/approval, completing procedural requirements and formalities
- 1.2. Understanding the organization to explore the nature of its functions and exploring the possible areas of project work- Readings, web page visits, etc
- 1.3. Developing an action plan for the field level implementation of the internship, getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

### Module 2: Joining/Reporting the organization (10 Hours)

- 2.1. Discussions, setting learning objectives and finalizing the action plan

- 2.2 Knowing the history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/source of finance, governance systems, job roles, knowledge and skill requirements for the job roles, networks, collaborations, etc of the Organisation
- 2.3 Identifying problem for the Internship Project (Field visits, visit to activities, interactions, literature review, pilot study, etc, finalizing the title, conceptual framework and objectives)
- 2.4. Finalizing the methodology for the project (problem for the project, population/target group, source of data/information, tools & methods of base line data collection, pre-test, data processing, data analysis, etc)
- 2.5. Preparing time line for executing the project work

### **Module 3: Implementing the Internship Project (100 Hours)**

- 3.1. Baseline data collection, Participatory study (as the case may be)
- 3.2. Data processing, frequency table preparation, data analysis & interpretation, findings, suggestions, testing hypothesis (as the case may be)
- 3.3. Preparing the project report with bibliography and all supporting documents like tools, photographs, newspaper clips, video documents, etc
- 3.4. Submitting the draft to the organization supervisor as well as Department Supervisor for getting observations
- 3.5. Finalising the draft report with suggestions/modifications as proposed by the Supervisors, printing and binding of the report and getting it authenticated by the Supervisors and the Head of the Department.

### **Module 4- Submission and Presentations (02 hours)**

- 4.1 Submission and Presentation in the Organisation
- 4.2. Submission to the department

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines

# Semester 7

## KU7DSCBSW401: Human Growth And Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A18)	Advance (400-499)	KU7DSCBSW401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

This course is designed in such a way to provide the students a comprehensive understanding of human development across the lifespan, encompassing physical, cognitive, emotional, social, and moral aspects. The course would also give the students a holistic understanding on the critical factors influencing development before and after birth, including potential hazards and complications. The modules of the courses would help the learners to apply the knowledge of human growth and development to enhance the effectiveness of social work practice, interventions, and support services by critically analyzing and integrating various developmental theories of human growth and development.

**Course Pre-requisite:** The student should have acquired basic understanding of social work methods and have secured overall 75% Marks in the first six semesters



## Course Outcome

CO No.	Expected Outcome	*Learning Domains
1	Understand human growth and development, and articulate its significance in the context of social work practice.	R & U
2	Comprehend the key milestones in prenatal and postnatal development.	An
3	Deal with the physical, cognitive, and socio-emotional changes across the entire lifespan.	A, C
4	Analyze and apply major child development theories, fostering a comprehensive understanding of developmental perspectives.	An
5	Critically analyze case studies and apply theoretical frameworks to understand and interpret various developmental issues and challenges faced by individuals at different stages of life.	E, An

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√			√
CO3	√	√	√	√	√	
CO4		√				√
CO5	√	√	√		√	√

## COURSE CONTENTS

### MODULE 1- Nature and scope of development psychology

(10 Hrs)

- 1.1 Development psychology - Definition, meaning and scope.
- 1.2 Developmental Psychology and its importance in social work practice.
- 1.3 Growth and Development – Meaning, Heredity & environment.
- 1.4 Conception-beginning of life, Genetic endowment and Genetic Counselling

**MODULE 2: Milestones of Prenatal and postnatal development (15 Hrs)**

- 2.1 Stages of Prenatal Development, Hazards of prenatal development,
- 2.2 Effects of teratogens
- 2.3 Kinds of Birth, Birth Complication, Effects of premature birth.
- 2.4 Postnatal Period -Adjustments to Postnatal Period
- 2.5 Neonatal health and responsiveness, Consequences of low birth weight

**MODULE 3: Lifespan Development: (15 Hrs)**

- 3.1 Physical, Social and Educational Aspects of the following developmental stages
- 3.2 Infancy, Babyhood
- 3.3 Early Childhood, Late childhood
- 3.4 Adolescence, Early Adulthood
- 3.5 Middle Age, Old Age.

**MODULE 4: Theories Of Child Development (15 Hrs)**

- 4.1 Freud's psychosexual stage theory
- 4.2 Vygotsky's Sociocultural Theory
- 4.3 Erikson's psychosocial stage theory
- 4.4 Kohlberg's moral understanding stage theory
- 4.5 Piaget's cognitive development stage theory
- 4.6 Bronfenbrenner's ecological system theory

**Module 5. Teacher Specific Module (5 Hours)**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

**Essential Readings** (Books, Journals, E-sources Websites/ weblinks)

1. Santrock, J. W. (2017). Life-Span Development. McGraw-Hill Education.
2. Berk, L. E. (2018). Development Through the Lifespan. Pearson.
3. Hurlock Elizabeth, developmental psychology- A lifespan approach
4. Carlson, B. M. (2019). Human Embryology and Developmental Biology. Elsevier.
5. Klug, W. S., Cummings, M. R., Spencer, C. A., Palladino, M. A., & Killian, J. (2018). Concepts of Genetics. Pearson.
6. Freud, S. (1905). Three essays on the theory of sexuality. Standard Edition, 7, 123-245.

7. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
8. Erikson, E. H. (1950). *Childhood and society*. Norton.
9. Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347-480). Rand McNally.
10. Piaget, J. (1952). *The origins of intelligence in children*. Norton.
11. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

**Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1. Berger, K. S. (2014). *The developing person through the life span*. New York, NY: Worth Publishers.
2. Papalia, D. E., Feldman, R. D., & Martorell, G. (2015). *Experience human development*. New York, NY: McGraw-Hill Education.
3. Santrock, J. W. (2019). *Life-span development*. New York, NY: McGraw-Hill Education.
4. Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage Publications.
5. Erikson, E. H. (1993). *Childhood and society*. New York, NY: W. W. Norton & Company.
6. Kagan, J. (2017). *The nature of the child*. New York, NY: Hachette Books.
7. Piaget, J. (2013). *The psychology of intelligence*. London, England: Routledge.
8. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

**ASSESSMENT RUBRICS**

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course**

- Course on human growth and development equip the students with a deep understanding of human behavior across the lifespan. This knowledge is valuable in fields such as education, healthcare, social work, and counseling.
- Social Workers with a solid foundation in developmental psychology can better understand the diverse needs and challenges faced by individuals across the lifespan. This understanding is crucial for roles that involve working with children, families, and individuals at different life stages.

## **Sample Questions to test Outcomes.**

1. What is development psychology? Discuss its meaning and scope.. (L1)
2. Outline the stages of prenatal development and discuss potential hazards during this period.. (L2)
3. Compare different kinds of birth and their potential complications. Discuss the effects of premature birth?. (L3)
4. Analyze the challenges and characteristics of adolescence and early adulthood?. (L4)
5. Discuss Bronfenbrenner's ecological system theory and how it influences our understanding of child development within different environments.? (L5)
6. Analyze Kohlberg's moral understanding stage theory and its significance in understanding moral development. (L6)

**KU7DSCBSW402: - QUALITATIVE & QUANTITATIVE RESEARCH  
METHODS AND STATISTICAL TECHNIQUES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A 19)	Advance (400-499)	KU7DSCBSW402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

**Course Description**

The course on Research Methods- Qualitative, Quantitative and Statistical provides a thorough exploration of qualitative, quantitative, and statistical research methods tailored to the social work field within the socio-cultural context an aspirant is practicing. The learners will be trained to design, implement, and analyze research projects that effectively address social issues and informed practice. The curriculum emphasizes critical thinking, ethical considerations, and practical application of research findings to real-world challenges. The learner will gain proficiency in various research tools and techniques, enhancing their ability to evaluate program effectiveness and advocate for evidence-based interventions. This course aims to cultivate skilled practitioners who can contribute to the development and improvement of social work practices in the socio-cultural context pertaining to the practitioner.

**Course Pre-requisite:** The student should have acquired basic understanding of research as method for social work and have secured overall 75% Marks in the first six semesters

## COURSE OUTCOMES

CO No.	Expected Outcome	*Learning Domains
1	Understand the basic principles and methodologies of qualitative, quantitative, and statistical methods relevant to social work.	R & U
2	Develop capacity to critically analyze research studies and data to enhance decision-making and problem-solving skills	U & A
3	Apply research methods to assess needs, evaluate outcomes, and inform practice in diverse social work settings	A, An
4	Evaluate and integrate current trends and best practices in research design to improve the efficacy of social work interventions.	E
5	Develop skills to design and conduct independent research projects, from problem formulation through to data collection, analysis, and presentation of findings	C

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√	√	√	√		√
CO2	√	√	√	√		√
CO3	√	√	√	√		√
CO4	√	√	√		√	√
CO5	√	√	√		√	√

## COURSE CONTENTS

### Module 01: Introduction to Research Methods in Social Work - 10 Hours

- 1.1. Overview of Research Methods – The significance of social work research in policy, practice, and service delivery. Overview of positivist, interpretivist, and critical approaches in social work research.
- 1.2. Differentiating between qualitative, quantitative, and mixed-method approaches in social work research.
- 1.3. Fundamentals of Research Ethics - Beneficence, non-maleficence, and justice. Ethical

Dilemmas in social work research. Informed consent and its process.

- 1.4.Cultural Sensitivity in Social Work Research - Cultural awareness and competence, ethical considerations, community engagement, inclusive design, adaptation of tools and methods and reflective practices

## **Module 02: Qualitative research Methods - 15 Hours**

- 2.1.Introduction to Qualitative Research: Definition and Characteristics. The qualitative methods in social work - case studies, focus group discussions, participant observation, ethnography, grounded theory, narrative analysis, content analysis, phenomenology, and participatory action research.
- 2.2.Data Collection tools and techniques in qualitative research: interviews (structured, semi-structured, unstructured, in-depth, focused, narrative, group and expert interviews), focus groups (Two-way, dual moderator, dueling moderator, respondent moderator, client participant and mini focus groups), observations (participant and non-participant), document and content analysis, field diaries, case studies, ethnographic methods, and narrative analysis
- 2.3.Data Analysis in Qualitative Research: Coding, memoing, thematic analysis, content analysis, narrative analysis, discourse analysis, grounded theory procedures, phenomenological reduction, and case study analysis.
- 2.4.Validity and reliability in qualitative research: triangulation, member checking, long-term engagement, peer debriefing, audit trails, reflexive journals, thick description, and external audit.

## **Module 03. The Quantitative Research Methods - 20 hours**

- 2.5.Introduction to Quantitative Research: The Definition and Characteristics. The quantitative methods in social work research - cross-sectional research, longitudinal research, descriptive research, correlational research and experimental research. Types of data, measures of central tendency, variables and variability
- 2.6.Data collection tools and techniques in quantitative research: surveys and its types, questionnaires and its types, interviews and its types, observational checklists and its types, standardized tests, controlled experiments, randomized trials. Pioret study, pre- and post-tests.
- 2.7. Statistical Techniques used in Social Work Research: descriptive statistics – mean, median, mode, standard deviation, and range. Inferential statistics - t-tests (independent and paired), ANOVA (One-way and Two-way), and chi-square test. Correlation analysis - Pearson's r, Spearman's rho, or Kendall's tau. Regression Analysis - linear regression, logistic regression, and multiple regression. Cluster Analysis and Factor Analysis
- 2.8.Interpreting Data - Bar Charts, Pie Charts, Histograms, Line Graphs, Scatter Plots, Box Plots, Pareto and tests of significance.

## **Module 04. Advanced Statistical software – SPSS and Python and R – 10 Hours**

## **Module 05. Teacher Specific Module - 5 Hours**

**Directions:** Teacher may have tutorial sessions such as writing research proposals, reports and abstracts. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Singh, K. (2019). *Quantitative social research methods*. Los Angeles: Sage Publications
2. Desai, M. (2002). *Methods and models in community and social work research*. New Delhi: Rawat Publications
3. Rubin, Allen & ER, Babbie. (2009). *Research Methods for Social Work*.
4. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications
5. Patel, V. (2007). *Doing effective fieldwork: A textbook for students of Indian social work*. Jaipur: Rawat Publications
6. Kothari. C.R, (2004). *Research Methodology*. New Delhi: NAI Publishers.
7. Lakmi Devi, (1997) *Encyclopedia of Social Research*. Vol I, II & III. New Delhi: Anmol publications
8. LalDas.D.K., (2000). *Practice of Social Research*. Jaipur: Rawat Publications
9. Ram Ahuja., (2001). *Research Methods*, Jaipur: Rawat Publisher.
10. Babbie, E. R. (2010). *Essential Research Methods for Social Work*. Boston, MA: Cengage Learning.
11. Krishnaswamy, O. R. (2011). *Methodology Of Research in Social Sciences*. Himalaya Publishing House.
12. Kumar, A. (2011). *Quantitative Research Methods in Social Work*. New Delhi: Anmol Publications.
13. Lal, D. D., & Bhaskaran, V. (2008). *Research Methods for Social Work*. Jaipur: Rawat Publications.
14. Rubin, A., & Babbie, E. R. (2010). *Essential Research Methods for Social Work*. Boston, MA: Cengage Learning.
15. Boeije, Hennie (2010). *Analysis In Qualitative Research*, UK: Sage
16. <https://open.umn.edu/opentextbooks/textbooks/1041>



### Suggested Readings (Books, Journals, E-Sources, Websites/ Web links)

1. Kumar, A. (2015). *Social research and policy development in Indian context*. New Delhi: Shipra Publications
2. Panigrahi, L., & Sharma, S. (2017). *Social work education in India: Challenges and opportunities*. Indian Journal of Social Work, 78(4), 471-486
3. Manohar, P. (2014). *Statistical methods for social workers in India: An introductory handbook*. Bengaluru: Bookwell Publishers
4. *Social Work Research and Comparative Effectiveness Research (CER) - A Guide by the American Social Work Association*
5. Ministry of Social Justice and Empowerment (Govt. of India) - Reports on social policies
6. World Health Organization Country Office for India - Social Research Reports. -Link <https://www.who.int/southeastasia>

### Assessment Rubrics:

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"><li>• University exam (Theory)</li></ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"><li>• Assignments (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content, seminar, Viva-Voce)</li></ul>	20%
<ul style="list-style-type: none"><li>• Internal Examination -1 (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• Internal Examination – 2 (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• Class Room Participation (attendance, Question &amp; Answer, conduct in class)</li></ul>	10%
<ul style="list-style-type: none"><li>• Practical performance (as assigned by the teacher- Eg. Book/Article Review, etc)</li></ul>	20%
<b>Total</b>	<b>100%</b>

**Employability for the Course:** The course will enrich the student with knowledge of the qualitative, quantitative and statistical methods used in social work research. With the acquired knowledge, the student will be in a better position to manage and make use of evidence-based practices in his professional life

**Sample Questions to test Outcomes.**

- 1.** List out the major approaches in social work research (L1)
- 2.** In your understanding why cultural sensitivity is important in social work research (L2)
- 3.** Distinguish between qualitative and quantitative methods in Social Work (L3)
- 4.** Analyze the ethical components in social work practice (L4)
- 5.** Evaluate the effectiveness of qualitative methods in social work research to develop evidence-based practices from the examples of your filed practicum (L5)
- 6.** Critically examine the significance of quantitative methods in research in promoting evidence-based practices in various settings of professional social work practice (L6)

**KU7DSCBSW403: Field Practicum- (Lab 7, Block)**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A20)	Advance (400-499)	KU7DSCBSW403	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	120		40	60	100	NA

**Course Description**

The course is designed in such a way to provide field-based exposure to the students in practicing and demonstrating their knowledge and skills they learned in the class room. This will be conducted as block field practicum. The student will be posted in any of the suitable organization from the prepared list that provide ample opportunity in respect of the theoretical courses learned in the class room.

**PS: This Field Practicum is to be done in any of the Organisation related to the theory courses (Class room) studied in the 7<sup>th</sup> Semester.**

**Course Pre-requisite:**

- a) Students who secure 75% marks and above in the first six semesters (Total minimum 133 credits {ie. 68 credits in major 1 (48 + 18+2 = 68 (50% of 133) and 53 credits in Major 2 (44 + 9 = 53 (40% of 133))} and wish to undertake research at the UG level can choose a research stream in the fourth year by doing a research project or dissertation under the guidance of a faculty member of the Department. The students who secure at least 160 credits, including 12 credits from a research project/dissertation can exit the programme with 4-year UG Degree (Honours with Research) in Social Work
- b) The department have prepared a shelf of organisations in line with the theory courses

in the semester, where there is ample opportunity for the student to practice social work at its higher level.

- c) The student has prepared all the required pre- field practicum plans with specific deliverables and time frame and got it approved by the faculty supervisor
- d) The student has attended the preparatory orientation programme by the department for the course

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Practice and demonstrate social work in diverse situations in a professional manner	R & U, A
2	Organize the stakeholders towards planning and implementing developmental programmes.	A, C
3	To develop collaborations and tie-ups with various stakeholders to attain the objectives of a programme	An, C
4	Prepare Management Information Systems for qualitative and result based social work practice	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√		√	√	√	√
CO3		√	√		√	√
CO4	√	√	√	√	√	√

## **COURSE CONTENTS**

### **Module 1: Organizing the field practicum (10 hours)**

- 1.1: Identifying the organization where there is high scope for professional social work practice and getting formal consent/approval, completing procedural requirements and formalities
- 1.2. Understanding the organization to explore the nature of its functions and exploring the possible areas of project work- Readings, web page visits, etc
- 1.3. Developing an action plan for the field level implementation of the internship getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

### **Module 2: Joining/Reporting and knowing specific information (10 Hours)**

- 2.1 Joining/Reporting the Organisation- Discussions, setting learning objectives and finalizing the action plan
- 2.2 Knowing the history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance, governance systems, networks, collaborations, etc of the Organisation
- 2.3 Understanding the monitoring, evaluation, financial management practices, decision making process, of the organization and the target group.
- 2.4. Knowing the activity/project planning and implementation systems

### **Module 3: Knowing more about the activities implemented (40 Hours)**

- 3.2 Visit to various activities/ projects / programmes implemented– Interacting with the Community Groups, Beneficiary families / persons, activities implemented, participation of primary stakeholders, meeting systems, social audit, transparency, social/gender & environmental integration, results generated, continuity / sustainability aspects
- 3.2. Understanding organization of stakeholders – Participating meetings of community/beneficiaries, discussion & decision-making process, democratic and participatory approaches, governance practices, capacity building and knowledge management systems
- 3.3. Understanding innovative practices- Application of technologies, application of communication tools, indigenous knowledge systems, research practices
- 3.3. Understanding operation, management and sustainability of the activities and the results in accordance with the international and national parameters

## **Module 4- Gaining skills in organizing and implementing activities (60 Hours)**

- 4.1 Identify some unique activities for planning, based on the field visits and in consultation with various stakeholders
- 4.2 Collect baseline data/information and plan the activity with objectives, activities / action plan, budget, implementation plan, documentation & reporting plan, etc, employing logical framework analysis frame
- 4.3. Implement the activity- Prepare materials to be used for the programme, Organize the community for the activity, mobilize resources, arrange venue, implement the activity, prepare document, submit the document to the community and the organization
- 4.4. Exit meeting with the organisation- Submit report, present the highlights of field practicum with activities undertaken, learning, suggestions / feedbacks based on evidences / data
- 4.5 Report preparation & submission to department

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines

### KU7DSCBSW404: Dynamics of Abnormal Behaviour

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A21)	Advance (400-499)	KU7DSCBSW404	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Abnormal psychology course deals with various mental health disorders that happens in individuals. This paper gives the distinction between normality and abnormality and explains the reasons for abnormal behaviour. This course also helps the students to equip taking case history and MSE. Abnormal psychology course helps to distinguish and identifies various mental health disorders.

**Course Pre-requisite:** The student should have acquired basic understanding of social work methods and have secured overall 75% Marks in the first six semesters

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Identify the types of various mental disorders	R & U
2	Examine Mental status and take a case history	An
3	Diagnose psychiatric conditions of adults, children, and adolescents	E, U
4	Plan / Suggest intervention plan	A, C
5	Plan / Suggest treatment plan	A, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√	√	√			
<b>CO2</b>						
<b>CO3</b>			√	√	√	
<b>CO4</b>					√	√
<b>CO5</b>					√	√

**COURSE CONTENTS**

**Module 1 – Introduction to Abnormal Psychology (10 Hrs)**

- 1.1 Definition and concept of normality and abnormality, factors affecting abnormal behaviour
- 1.2 Case history and MSE, MMSE
- 1.3 Understanding systems of classifications – ICD, DSM, Multi Axial.
- 1.4 The Diathesis Stress model, Stress, Eustress, Distress, and the Stress cycle.

**Module 2 - Classification of Mental Disorders (15 Hrs)**

- 2.1 Psychological disorders: organic, functional, neurotic, and psychotic disorders  
organic mental disorders
- 2.2 Psychoactive Substance use disorders
- 2.3 Schizophrenia, Schizotypal and Delusional
- 2.4 Mood disorders

**Module 3 Mental disorders (continued) (15 Hrs)**

- 3.1 Neurotic & stress-related somatoform disorders
- 3.2 Personality disorders, sexual disorders, and sleep disorders
- 3.3 Mental Retardation, Disorders of psychological development - Behavioural and emotional disorders with onset in childhood and adolescence
- 3.4 Behavioural syndromes associated with physiological and physical disturbances

**Module 4 Interventions (15 Hrs)**

- 4.1 Treatments in psychiatry – psychopharmacology and other biological methods, psychological treatments
- 4.2 Laws related to mental health in India
- 4.3 Multi-disciplinary approaches in psychiatry
- 4.4 Role of a social worker in mental health settings



## Module 5. Teacher Specific Module

(5 Hours)

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings

1. Ahuja, N. (2011). A short text book of psychiatry, (7th ed.), Jaypee brothers.
2. American Psychiatric Association. (2013). DSM-V. Winnipeg.
3. Aviram, U. (1997). Social work in mental health: Trends and issues. Social work in health care, 25(3), 1–9. [https://doi.org/10.1300/J010v25n03\\_01](https://doi.org/10.1300/J010v25n03_01)
4. Barlow, D.H., Durand V.M. (2015). Abnormal Psychology, (7th ed.), Cengage Learning.
5. Butcher, J.N., Hooley, J.M., Mineka, S. (2019). Abnormal psychology, (17th ed.), Pearson India Publishers.

### Suggested Readings

1. Sadock, B., Kaplan, H. & Sadock, V. (2000). Kaplan & Sadock's comprehensive textbook of psychiatry. Lippincott Williams & Wilkins.
2. Whitbourne, S.K., Halgin, R.P. (2015). Abnormal psychology, (7th ed.), McGraw Hill publishers.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

- Psychiatric social workers in hospitals
- Psychiatric counselors in mental health centers

### **Sample Questions to test Outcomes.**

1. List out the various disorders that come under personality disorders
2. Write down the symptoms of persons with borderline personality disorder
3. Explain the contents included in making a case history
4. Write down the process involved in MSE
5. Elaborate on the role of the multidisciplinary team in psychiatric treatment with a detailed explanation of the role of a social worker
6. Prepare an intervention plan for a person with a mood disorder

### **KU7DSCBSW405: Human Resource Management**

<b>Semester</b>	<b>Course Type</b>	<b>Course Level</b>	<b>Course Code</b>	<b>Credits</b>	<b>Total Hours</b>
VII	DSC (A22)	Advance (400-499)	KU7DSCBSW405	4	60

<b>Learning Approach (Hours/ Week)</b>			<b>Marks Distribution</b>			<b>Duration of ESE (Hours)</b>
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### **Course Description**

The Human Resource Management course in the Bachelor of Social Work program equips students with a deep understanding of strategically managing an organization's workforce. It delves into essential management concepts, principles, and functions, emphasizing aligning human capital with organizational objectives. The curriculum includes areas like recruitment, training, compensation, employee relations, and statutory provisions. The course highlights modern HRM practices such as strategic planning, talent management, and the involvement of social workers in HRM. By blending theory with practical applications, students acquire the skills needed to enhance organizational performance in a dynamic and diverse work environment.

**Course Pre-requisite:** The student should have acquired basic understanding of social work methods and have secured overall 75% Marks in the first six semesters

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Develop a basic understanding of management concepts in the administration of Human Resources.	R & U
2	Adopt the process, tools, and techniques in the functional areas of Human Resource Management.	A
3	Implement the statutory and non-statutory welfare provisions for the employees in an organization.	A
4	Assess the current trends, practice and their application in Human Resource Management.	A, An
5	Elaborate the roles and skills of social workers in Human resource management.	C, E

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√			√
CO3	√	√	√	√	√	
CO4		√		√		3
CO5	√	√	√		√	√

## COURSE CONTENTS

### Module 1: Introduction to HRM

(10 Hrs)

- 1.2 Introduction to Management: Concept, Principles, and functions of management.
- 1.3 Definition and Scope of HRM, Historical Development of HRM
  - 1.3 Role, Functions, and Core Competencies of HRM
  - 1.4 HRM vs. Personnel Management

### Module 2: Human Resource Acquisition

(15 Hrs)

- 2.1 Human Resource Planning- Methods, techniques, and benefits.
- 2.2 Job Analysis, Job description, Job specification, Job Design, and Job classification.

2.3 Recruitment: Selection - Procedures, steps, and selection policy, Psychological testing – Purposes, Nature, type of testing. Interview – Types, technique, Placement, Orientation, Induction.

2.4 Promotion: Purposes, type, and procedure. Demotion – Causes. Transfer- purposes, policy, and procedures. Separation. Retirement and superannuation Voluntary Retirement.

2.5. Retention: Need & objectives, concept, methods and exit interviews.

### **Module 3: Compensation Management and Employee Performance Review (15 Hrs)**

3.1 Wage and Salary Administration: Definition, types, theories, wage determination, wage policy, wage survey, wage boards in India.

3.2 Compensation: Concept, Components. Allowances, bonus, incentives, fringe benefits and Perks.

3.3 Government Statutory provisions for employees

3.4 Performance Appraisal: Concept, Process and Techniques, Performance Management and Human Resource Maximization.

### **Module 4: Contemporary Management (15 Hrs)**

4.1 Training and Development: Need and importance, methods and techniques of training, Training Need Analysis, training evaluation.

4.2 Modern Management Practices: JIT, 5S, TPM, TQM, Quality Control, Kaizen, Six Sigma, ISO.

4.3 Knowledge Management and Talent Management, Organizational change and HR strategies for effective transformation.

4.4 Trends and Challenges in Human Resource Management: Managing Work Force Diversity and Multiculturalism, HRM in service Industry.

4.5. Roles and skills of social worker in Human resource management.

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings (Books, Journals, E-sources Websites/ weblinks)**

1. Chhabra, T. N., & Rai, D. (2014). *Principles & Practice of Management*. Naisarak, Delhi: Dhanpat Rai &Co Pvt Ltd.
2. Rao, V. S. (2010). *Human Resource Management text and cases* (3rd ed.). Naraina, New Delhi: Excel Books.
3. Koontz, H., Weihrich, H., & Aryasri, A. R. (2004). *Principles of Management*. New Delhi: Tata Mcgrawhill education Pvt Ltd.
4. Bhattacharya, M. S., & Sengupta, N. (2009). *Compensation Management*. Naraina, New Delhi: Excel Books.
5. Noe, R. A. (2013). *Employee Training and Development* (6th ed.). New York: Mc Graw

Hill Irwin.

6. Decenzo, David A., Robbins, S (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA
7. Schermerhorn, J. R. (2010). *Introduction management*. New Delhi: Wiley India.
8. Robbins, S. P., & Coulter, M. (2017). *Management* (13th ed.). Pearson India education services Pvt Ltd, Uttar Pradesh.
9. Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) *Human Resource Management 2000*, New Delhi : Wiley Eastern Ltd.
10. Ramasamy, T. (2004). *Principles of Management*. New Delhi: Tata Mcgrawhill education pvt ltd.
11. Prasad, L. M. (2014). *Human Resource management*. New delhi: Sultan Chand & Sons educational publishers.
12. Bhat, K. S. (2011). *Total Quality Management*. Himalaya Publishing House.

### **Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1. Dessler, Gary & Varkkey, Biju (2009), *Fundamentals of Human Resource Management Content, Competencies and Applications*, Prentice Hall, New Delhi.
2. Mahon, G. V. (2006). *Recruitment and selection*. New Delhi: Prentice Hall of India Pvt Ltd.
3. Sanghi, Seema (2011), *Human Resource Management*, MacMillan Publishers India Ltd, New Delhi
4. Gupta, R. S., Sharma, B. D., & Bhalla, S. N. (1997). *Principle & Practice of Management*. New Delhi: Kalyani Publishers.
5. Jegadeesan, G. (2008). *HR in Service Sector Indian Perspective*. Hyderabad: The icfai university press.
6. Srivastava, R. M., & Verma, S. (2012). *Strategic Management Concept, skills, practice*. New Delhi: PHI Learning pvt ltd.
7. Roa, T.V (2004), *Performance Management and Appraisal System: HR Tool for Global Competitiveness*, Sage Publications, New Delhi.
8. Flippo, Edwin B. (1971) *Principles of Personnel Management* Ed. 4, Tokyo : McGraw Hill Publication 5.
9. Pattanayak, B. and Verma, Harish C. (1998): *Human Resource Management*, New Delhi: Wheeler Publication
10. Suganthi, L., & Samuel, A. A. (2012). *Total Quality Management*. New Delhi: PHI Learning pvt ltd.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

- The curriculum provides a strong foundation in HRM, fostering a range of skills essential for employability in various industries and organizational settings.
- Graduates can contribute to strategic HR management, talent acquisition, compensation design, and organizational development.

### Sample Questions to test Outcomes.

1. List the functions of management. (L1)
2. Summarize the historical development of Human Resource Management. (L2)
3. Choose suitable interview techniques for hiring managerial positions in a dynamic startup environment, considering the competencies required. (L3)
4. Analyze the nature and types of psychological testing. Compare the advantages and disadvantages of using psychological tests in the selection process. (L4)
5. Evaluate the impact of managing workforce diversity and multiculturalism on organizational performance. How can these factors contribute to innovation and creativity (L5)
6. Evaluate the legal and ethical issues involved in the performance appraisal process. How can organizations ensure a fair and unbiased appraisal system (L6)

### KU7DSCBSW406: Youth Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A23)*	Advance (400-499)	KU7DSCBSW406	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Young people at any point of time demand major concern from parents, administrators, politicians, religious heads and educators. Youth are the major human resource for development and key agents of social change. Therefore, there is need for youth involvement and participation in the socio-economic, cultural and political processes of any nation. This program on Youth development attempts to understand the nature of the modern youth, their aspirations and problems. It further tries to describe the various roles youth can take in building up the nation. Finally, it gives a clear description of the scope and role of Social Workers in the development of the youth

**Course Pre-requisite:** The student should have acquired basic understanding of social work methods and have secured overall 75% Marks in the first six semesters

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand the Youth Psychology and their Specific Characteristics	R & U
2	Understand the Current Aspirations and Problems of the youth.	U



3	Identify the Role of Youth in Civic Society.	An
4	Imbibe the Role of Government and NGOs working among youth	E
5	Practice the role of a social worker in dealing with Youth	A, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

#### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	√	√	√	√	
<b>CO2</b>	√	√	√	√	√
<b>CO3</b>	√	√	√	√	√
<b>CO4</b>	√	√	√	√	√
<b>CO5</b>		√	√	√	√

#### COURSE CONTENTS

##### Module - 1- Understanding Youth

(10Hrs)

- 1.1. Definition, Types of Youth: The Apathetic Youth, Alienated Youth, Individualistic Youth, Activist Youth, Constructionist Youth, Anti-social Youth.
- 1.2. Characteristics of Youth: Period of Search for Identity, period of Value Change, Period of Attitudinal Formation, Period of Emotional Maturity, Period of Protest and Aggression, Period of Socialization into groups.

##### Module – 2 – Problems of Youth

(15Hrs)

- 2.1. Unemployment, lack of quality education, lack of employability skills, disorientation.
- 2.2. Youth unrest: Causes. Addictions: Substance abuse, Influence of Mass Media, dependence on Social media, Sexual degeneration.
- 2.3. Conflict of values: Social and family values. Terrorism, Crime, Hero worship.
- 2.4. Differences between Urban youth and Rural youth. Migrant youth. Reasons for migration. Youth migrating to other countries.

##### Module – 3 - Youth in Civic Engagement

(15Hrs)

- 3.1. Youth in Politics, Youth Movements, Youth in Volunteering, Youth Power. Student Politics.
- 3.2. Youth culture. Youth trends and aspirations.
- 3.3. Situational Analysis of Youth in India. Indian Youth Population.

3.4. National Cadet Corps, Nehru Yuva Kendra. National Service Scheme

#### **Module – 4 – Policies and Programmes for interventions among Youth (15Hrs)**

4.1. Governmental and Non-Governmental programs for Youth: Educational, Recreational, Vocational: Innovations and Entrepreneurial development.

4.2. National Youth Policy. Student and Non-Student Youth.

4.3. Skills needed for working among youth. Career Guidance and Counselling.

4.4. Social Work interventions among youth.

#### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

#### **Essential Readings:**

1. Ahuja, Ram. (1996) Youth and Crime, Jaipur: Rawat Publications
2. Ahuja, Ram. (2003) Social Problems in India, 2<sup>nd</sup> Ed., Rawat publications, New Delhi.
3. Saraswathi, S. (2008). Indian youth in the new Millennium. RGNIYD [Rajiv Gandhi National Institute of Youth Development], Chennai.
4. Anil Baran Ray, (1977). Students and Politics in India, Manohar, New Delhi.
5. Hurlock Elizabeth, (1995). Developmental Psychology, (5th Ed.) Tata- McGraw Hill Publishing Company, New Delhi.
6. Gore, M.S. (1977). Indian Youth: the process of socialization. Viswa Yuvakendra, New Delhi.
7. Govindapillai and Bhaskaran C. (2000). Youth Movement in India and outside, Chinta Publications, Thiruvananthapuram.

#### **Suggested Readings:**

1. Erikson E.H., (1968). Identity, Youth crisis, New York, Norton.
2. Coleman, D.(1998), Working with emotional Intelligence, in Diane E.Papalia and others (2004), Bantman, New York.
3. Flacks Richard, (1971). Youth and Social Change, Markham Publishing Company, Chicago.
4. John and Susan Erlich, (1970). Student Power, Participation and Revolution. Associate Press. New York.
5. John Wilson, (1973). Introduction to Social Movements. Basic books. New York.
6. Lakshmi Narayana, H.D., (1985). College Youth, Challenges and Response, Mittal Publications Delhi.
7. Lonnie R.Sherrod., (2007). Civic Engagement as an Expression of Positive Youth Development. In Rainer K. Silbereisen and Richard M. approaches to Positive Youth Development. Sage Publications, Singapore.
8. Richard J. Eiser (1986). Social Psychology- attitudes, cognition and Social behavior. Cambridge University Press, New York.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"><li>• <b>University exam (Theory)</b></li></ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"><li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Internal Examination -1</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Internal Examination – 2</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li></ul>	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course / Programme**

The curriculum on Youth development will enable the Social Worker to understand the Youth and their specific nature better. He would be equipped to identify, analyze and suggest solutions to the various problems and challenges being faced by the modern youth.

### **Sample Questions to test Outcomes.**

1. Define youth and their Characteristics (L1)
2. Summarize the problems and challenges faced by Youth (L2)
3. Identify the roles Youth can play in contributing to Nation Building (L3)
4. Analyze the effectiveness of Governmental Programs for Youth (L4)
5. Develop an action plan for holistic development of youths in your Gramapanchayat (L5)
6. Prepare a career development plan for youths suit to the requirements of the contemporary employment sector (L6)

## KU7DSCBSW407: Organisational Behaviour and Industrial Relations

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC (A24)*	Advance (400-499)	KU7DSCBSW407	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
60	0	0	30	70	100	2

### Course Description

The course in Organizational Behaviour delves into fundamental concepts, the scope of human behaviour within organizations, and various theoretical perspectives, addressing historical and contemporary challenges in managing organizational behaviour. It extensively covers motivation theories such as McGregor's Theory X and Theory Y, Maslow's Hierarchy of Needs, and Herzberg's Two-Factor Theory, emphasizing their practical application. Personality analysis explores determinants, traits, and types, shedding light on their impact on individual and group dynamics within organizations. Additionally, the course delves into group dynamics, decision-making processes, and strategies for resolving organizational conflicts, while also examining concepts of organizational change and the influence of external factors like liberalization and globalization on industrial relations in India. By addressing industrial relations topics and disciplinary actions, grievance handling procedures, and collective bargaining practices, the course provides a holistic understanding of organizational behaviour dynamics in contemporary workplaces.

**Course Pre-requisite:** The student should have acquired basic understanding of social work methods and have secured overall 75% Marks in the first six semesters

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Develop basic understanding of organizational behaviour	R & U
2	Encompass the study of individual behaviours, group interactions, and organizational structures	A, An
3	Function in professional settings with a comprehensive understanding of how people function within professional settings	E, A
4	Understand the concept, approaches and factors of industrial relations	U
5	Acquire interpersonal relationship building and negotiation skills	E, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√		
<b>CO2</b>	√		√			
<b>CO3</b>	√	√	√	√		
<b>CO4</b>		√		√		
<b>CO5</b>	√	√	√		√	√

## COURSE CONTENTS

### Module 1: Introduction of Organizational Behaviour (5 Hrs)

- 1.1 Concept, nature, scope, perspectives.
- 1.2 The Behavioural approach, Challenges-past and contemporary,
- 1.3. Theoretical framework- contributing disciplines to the OB field.

### Module 2: Theories of Motivation & Personality (15 Hrs)

- 2.1. Motivation – Concepts and Application, Definition.
- 2.2. Motivational theories – McGregor’s Theory X and Theory Y, Maslow’s Model, ERG Theory, McClelland’s Theory of needs, Herzberg’s two-factor theory.
- 2.3. Personality -definition, determinants, personality traits, major personality attributes influencing organizational behaviour.

### **Module 3: Organisational Conflict & Organisational Change (15 Hrs)**

- 3.1. Defining and classifying groups in organisation, internal influence of group, group decision making.
- 3.2. Organisational Conflict- types, causes and consequence of conflict
- 3.3. Approaches to conflict management.
- 3.4. Organisational Change- concept, forces of change, resistance to change,
- 3.5. Lewin's three steps model.

### **Module 4: Industrial Relations (15 Hrs)**

- 4.1. Meaning, Need, Scope and Significance of Industrial relations,
- 4.2. Growth and development of industrial relations in India
- 4.3. Discipline and disciplinary actions- meaning, principles, acts of misconduct, hot stove rule, types of punishments and enquiry procedures.
- 4.4. The Industrial Employment Standing Orders Act, 1946.
- 4.5. Impact of Liberalization, Privatization and Globalization on Indian Industrial Relations.
- 4.6. Causes and effects of major indicators of the state of Industrial Relations: a. Absenteeism b. Labour Turn Over c. Industrial Indiscipline d. Employee Grievances e. Strikes f. Lock-outs.

### **Module 5: Grievance handling & Collective bargaining (10 Hrs)**

- 5.1 Meaning, Definition, Features and Causes of Grievance, Need of a sound grievance procedure, Grievance management in Indian Industry.
- 5.2 Industrial Dispute – Meaning, Causes, and forms of dispute; Industrial Disputes Act, 1947.
- 5.3 Meaning, need and importance of Collective Bargaining
- 5.4 Collective Bargaining Practices in India, Participative Management Forms and Levels
- 5.5. Schemes of Workers' Participation in Management in India.

### **Essential Readings (Books, Journals, E-sources Websites/ weblinks)**

1. Afsaneh, Nahavandi (2015): Organisational Behaviour, Sage New Delhi
2. Aquinas P. G (2012): Organisational Behaviour – Concepts Realities and Challenges Excel Books New Delhi
3. Janakiram B, Vijay N Rao, Management & Behavioural Processes; Excel Books
4. K Shridhar Bhat (2005) Management and Behavioural Processes, Himalaya Publications.
5. Kapoor, N.D., Elements of Industrial Law, Sultan Chand, New Delhi, 2020
6. Piyali Ghosh, Shefali Nandan (2015), Industrial Relations and Labour Laws, McGraw Hill, New Delhi.

## Suggested Readings

1. Sarma.V.S.Veluri (2010), Organizational Behaviour, Jaico Publishing house.
2. Srivastava S C, Industrial Relations and Labour Laws, Vikas Publishing House, Noida
3. Stephen Robbins, Sangi, Judge; Organizational Behaviour, Pearson Education.
4. UdaiPareek (2003), Understanding Organizational Behaviour, Oxford
5. Venkata Ratnam, C.S. (2006), Industrial Relations, Oxford University Press, New Delhi.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

## Employability for the Course

- Understanding organizational behavior and industrial relations equips individuals with the knowledge and skills necessary to effectively manage conflicts in the workplace.
- Studying organizational behavior and industrial relations provides valuable insights into leadership theories, styles, and practices. Individuals can learn effective leadership strategies for motivating teams, managing performance, and fostering employee engagement.

## Sample Questions to test Outcomes.

1. Explain the core concepts of motivation and its application within organizational settings (L1)

- 2.** How do various disciplines contribute to the theoretical framework of Organizational Behavior (OB) (L2)
- 3.** Describe primary personality attributes that significantly impact organizational behavior (L3)
- 4.** How effective is the Companies Act of 2013 in regulating and promoting Corporate Social Responsibility (CSR) initiatives among companies (L4)
- 5.** Analyse the impact of Liberalization, Privatization and Globalization on Indian Industrial Relations (L5)
- 6.** Describe importance of collective bargaining practices in India (L6)



# Semester 8

## Pattern:

### a) For UG with Honours

(i) Three PG level courses (level 400 & above) in the Major discipline (Credits = 12).

or

(ii) One Major course of level 400 & above + One 8-credit Project (Internship) in the Major discipline (Credits = 12)

And (Mandatory)

(iii) Three courses in Major discipline of level 400 & above (Mandatory) (Credits = 12).

**Total Course to be studied is 6 and Total Credits is = 24**

### b) For UG Honours with Research

(i) One 12-credit Research Project in the Major discipline (**Credits -12**)

(ii) Three courses in Major discipline of level 400 & above (Credits = 12).

**c) In this semester**, students can earn a maximum of 12 credits from the quality assured online courses from the university/Board of Studies approved portals like SWAYAM. While selecting the courses, the students should consult the concerned faculty of the department to ensure its suitability to the FYUGP. In the case of a student select the option to acquire credit from the online courses, the concerned department should assign a faculty to monitor the step-by-step process of the completion of the course and a register in this regard has to be kept in the department. Copies of the registration, guidelines of the course joined by the student, assessment report of the performance of the student by the online course provider, certificate of successful completion issued by the online course provider, etc has to be submitted by the student to the department for verification, certification and filing.

## KU8DSCBSW408: Social Work Practice in Medical and Psychiatric Settings

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC (A25)	Advance (400-499)	KU8DSCBSW408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

Medical and psychiatric social work students study clinical evaluation of mental illness based on their field experience, child and adolescent mental health, adult mental health issues, case work, therapeutic therapy, testing, and more through their academic studies. They are prepared to work in a variety of environments throughout their careers, including government and non-profit agencies, hospitals, Family Psychiatric Units, community mental health centers, neurological departments, recovery centers, women and child welfare settings, non-profit organizations, suicide helplines, and research. During their studies, they complete a field practicum that prepares them to work in all of the above environments. In both clinical and non-clinical settings, medical and psychiatric social workers play a key role in multidisciplinary teams. Through psychosocial evaluations, field studies, interviewing, psychosocial interventions, follow-up treatment, and resource mobilization, MPSW practitioners play a specific and diverse role in the lives of clients and their families. These social workers often aid in the understanding of psychological, social, economic, and cultural beliefs and contexts, providing for more careful assessment and care.

**Course Pre-requisite:** Should have studied health related aspects as a part of FYUGP Social Work Curriculum

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understanding a comprehensive knowledge of medical and psychiatric setting	R & U
2	Assess the medical and psychiatric needs of clients and families	An
3	Formulate & implement appropriate intervention strategies to attain client needs	E, C
4	Developing strategies for interventions, which are adequate for informing patients and their relatives about the illness and its treatment	E, C
5	Make collaboration with multidisciplinary settings for the well-being of clients.	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	√		√	√	
CO2	√	√	√		
CO3	√	√	√	√	√
CO4		√		√	
CO5	√	√	√	√	√

## COURSE CONTENTS

### Module 1: Medical Social Work (10 Hours)

**1.1 Medical Social Work:** – Definition, concept, historical development in India and abroad; Different settings for Medical Social Work.

**1.2 Hospital as a formal organization** –Structure and functions, Different departments in hospital, (medical, Paramedical and non-medical) Principles of Health education.

**1.3 Use of Audio- Visual Aids and Mass Media.** Medical camps in rural and urban area.

Biomedical waste management

## **Module 2: Health aspects in Medical Social Work (15 Hours)**

**1.1 Concept of patient as a person-** Sick role and illness behaviour. Hospitalization of patient – impact on family. Need and methods for the involvement of family in treatment process.

**1.2 Concept of Health** - Acute illness, chronic illness- Major Communicable/Non- Communicable diseases, terminal illness, disability, impairment and handicaps and Trauma Care methods of dealing with victims of accidents, Organ transplantation and Cadaver Donations

**1.3 Occupational Health-** Occupational Health hazards, Common Occupational diseases.

**1.4 Rehabilitation-** Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative, Hospice and Convalescent care, psycho Socio-economic problems during stages of illness.

## **Module 3: Psychiatric Social Work Practices (15Hours)**

**3.1 Psychiatric Social Work** – Concept, Definition, Meaning, Scope. Mental Hygiene, movements in psychiatric social work

**3.2 History of Psychiatric Social Work** in India and Abroad, Evaluation of Professional training and facilities for Psychiatric Social Work in India. Admission and discharge procedures followed in psychiatric setting.

**3.3 Problems of psychiatric patients** during pre-hospital, post hospital phase- patient, family and community perspective.

**3.4 Critical Social Work Practice** in Mental Health Settings

## **Module 4: Psychiatric Social Work in different settings and Rehabilitation (15 Hours)**

**4.1 Psychiatric Social Work in different settings** – Hospitals, OP clinics, school settings, industrial settings.

**4.2 Psychiatric Social Work in special settings,** Child Mental Health, Youth and adolescents' mental health, Family service agencies, De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinics and Geriatric settings, correctional institutions.

**4.3 National Mental Health Programmes in India** – Scope of Psychiatric Social work Practice; Mental Health Act 1986. Law, Ethics and Psychiatric Social Work. National and international charitable organizations.

## Module 5. Teacher Specific Module

5 Hours

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings

1. Harvey C, (1997), Social Work with Mentally handicapped people, London, Haineman Publishers.
2. Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
3. Butrym, Zofia (1967) Social work in Medical Care, London, Roultege & Kegan Paul.
4. Hudson, LB, (1999), Social work with psychiatric patients, Chennai, Macmillan.
5. Kapur, Mallavika (1997), Mental Health in Indian Schools, New Delhi, Concept Publishers.
6. Morley, C., & Stenhouse, K. (2021). Educating for critical social work practice in mental health. *Social Work Education*, 40(1), 80-94.

### Suggested Readings:

1. Verma, Rattan, (1991), Psychiatric Social Work in India, New Delhi, Sage Publications.
2. [K. Park](#) (2017), Preventive and Social Medicine Bhanot Publishers, 2017
3. Niraj Ahuja MBBS MD MRCPsych(2015) Jaypee Brothers Medical Publishers (P) Ltd A Short Textbook of Psychiatry, 7th Edition
4. Dunn, R. W., & Coppock, V. (2009). Understanding social work practice in mental health. *Understanding Social Work Practice in Mental Health*, 1-176.
5. Golightley, M. A. L. C. O. L. M., & Kirwan, G. L. O. R. I. A. (2019). Social work and mental health. *New Theories for Social Work Practice: Ethical Practice for Working with Individuals, Families and Communities*, 100-116.

## ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%

• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### **Employability for the Course**

After the successful completion of the Course, the Social Worker will get employment in Hospital settings, Psychiatric settings, Care centres, Health delivery projects, NGOs, etc

### **Sample Questions to test Outcomes.**

1. Describe briefly about Medical and Psychiatric Setting (L1)
2. Elucidate the history and development of medical social work (L2)
3. Elaborate and critically examine the importance of medical and Psychiatric Social Worker in Child settings (L3)
4. Analyze the roles and responsibilities of a psychiatric Social worker in Hospitals (L4)
5. Evaluate the effectiveness of modern medicine and concept of health in modern medicinal context and Concept of patient as a person (L5)
6. Critically examine the present and past practices in mental health in traditional and modern perspective with your field practical's (L6)

## KU8DSCBSW409: Social Work Practice in Community Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC (A26)	Advance (400-499)	KU8DSCBSW409	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

### Course Description

Community Development is one of the Specializations in Social Work. It deals with both Rural and Urban Community Development. This specialization has high relevance today as most of the poor people in India live in Rural areas and Urban slums. They struggle a lot to meet both ends as they lack basic requirements of education, skill, employment, safe drinking water, food, health and sanitation. The real life of poor people and their struggle for existence is a question always raised by all development actors. The deprived community includes the ST, SC, Fishermen and the Slum dwellers whose struggles are often neglected. The social workers play a major role in facilitating the sustainable development of these marginalized people. There are Acts, Schemes, Projects available for supporting the real poor and this specialization will throw light to collaborate with other actors in facilitating sustainable development of the poor.

**Course Pre-requisite:** Should have studied Community Organization Methods of Social Work

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Understand the key concepts and importance of community development	R & U
2	Examine the issues of rural and urban poor especially slum dwellers	An
3	Adopt different Govt. policies, schemes, projects benefitting the marginalized leading to community development	A, C

4	Suggest the role of NGOs and others development actors in developing the rural and urban poor	E, C
5	Develop strategies for effective community development	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√	√	√	
<b>CO2</b>	√		√	√		√
<b>CO3</b>	√	√		√		
<b>CO4</b>	√	√	√		√	√
<b>CO5</b>	√		√		√	√

### COURSE CONTENTS

#### **Module 1: Concepts of Community Development (10 Hours)**

- 1.1 Definition, Meaning, Characteristics, Principles, Importance of CD
- 1.2 Definitions and Objectives of rural community development
- 1.3 Historical evolutions of rural community development models in India
- 1.4 Concepts of urban, urbanism, urban community development, urbanization
- 1.5 Principles and Theories of urban development.

#### **Module 2: Strategies, Approaches and Policies in Rural and Urban Community Development (18 Hours)**

- 2.1 Various Approaches and strategies to rural development in India, NITI Ayog and its functions, Roles of NABARD in Rural development, Roles of Primary Agriculture Credit Societies in Rural development
- 2.2 Rural development policies in India.
- 2.3 National and State polices for urban development



2.4 Urban development programmes

2.5 Key models of urban development in India

### **Module 3: Programmes for Rural and Urban Development (14 Hours)**

3.1 Ongoing programmes of Ministry of Rural Development and Panchyati Raj of GOI and GOK

3.2 Analysis of Mahatma Gandhi National Rural Employment Grantee Scheme (MGNREGS)

3.3 Programmes of Ministry of Urban Development at National and State levels

3.4 Urban housing schemes in Kerala & Programmes of urban cooperative banks in Kerala

### **Module 4: Roles of NGOs in Rural and Urban Development (13 Hours)**

4.1 NGO interventions in Rural development, Participatory approaches & use of Social Capital, Successful models

4.2 NGOs intervention in urban problems and urban community development

4.3 Dovetailing Corporate Social Responsibility (CSR) funds by NGOs for Rural /Urban Community Development.

4.3. Responsible Tourism as development strategy

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Conduct a visit to some successful projects implemented by LSGIs / Government/NGOs to learn the process involved and success parameters. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Bhose, J.S.G.R. (2003). *NGOs and rural development: Theory and practice*. New Delhi:

2. Johri, P.K. (2005). *Social work for community development*. New Delhi:

3. Sharma, R.K. (1997). *Rural sociology*. New Delhi: Atlantic.

4. Singh. (2009). *Rural development principles, policies and management*. New Delhi:

5. Das, A.K. (2007). *Urban planning in India*. New Delhi: Rawat.

6. Goel, S.L. & Dhaliwal, S.S. (2004). *Slum improvement through participatory urbanbased community structures*. New Delhi: Deep & Deep.
7. Jayapalayan.N. (2002). *Urban Sociology*. New Delhi: Atlantic.
8. Nagaraju, L. G., & Chandrashekara, B. (2014). Rural tourism and rural development in India. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 1(6), 42-48.

### Suggested Readings

1. Summers, G. F. (1986). Rural community development. *Annual Review of Sociology*, 12(1), 347-371.
2. Hofferth, S. L., & Iceland, J. (1998). Social capital in rural and urban communities 1. *Rural sociology*, 63(4), 574-598.
3. Singh, V., & Singh, H. (1985). *Rural Development in India*.
4. Singh, K. N. (1978). *Urban development in India*. Abhinav Publications.
5. Panda, S., & Majumder, A. (2013). A review of rural development programmes in India. *International Journal of Research in Sociology and Social Anthropology*, 1(2), 37-40.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course / Programme**

- Upon completion of this course, students will be equipped with the expertise to design and implement effective community development projects tailored to the specific needs of rural and urban populations.
- Graduates of this program will possess the ability to collaborate with governmental agencies, NGOs, and other stakeholders to advocate for policy changes that benefit marginalized communities and promote inclusive development.

## **Sample Questions to test Outcomes.**

1. Define the key principles of community development and explain their significance in social work practice (L1)
2. Describe the challenges faced by slum dwellers in urban areas and analyze how these issues impact community development efforts. (L2)
3. Propose a community development project for a rural area that integrates government policies and NGO interventions to uplift marginalized populations. (L3)
4. Evaluate the effectiveness of a specific government scheme aimed at rural community development and identify areas for improvement based on outcomes. (L4)
5. Develop a comprehensive strategy outlining the collaborative roles of NGOs, local government, and community members in addressing urban problems and promoting sustainable urban development. (L5)
6. Assess the impact of a recent community development program on the empowerment of women in a rural setting, considering both short-term outcomes and long-term sustainability. (L6)

### KU8DSCBSW410: Social Work Practice in Family & Child Welfare

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC(A27)	Advance (400-499)	KU8DSCBSW410	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

This course explores the dynamics of family systems, child development and the impact of various socio-economic factors. Students will gain an understanding of the theoretical frameworks, ethical considerations and practical interventions involved in promoting the well-being of children and families. Students will learn assessment tools, case management techniques and legal frameworks relevant to family and child welfare.

**Course Pre-requisite:** Should have studied Methods and Fields of Social Work

#### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Identify the key concepts of family and child welfare system	R & U
2	Develop assessment skills to conduct a comprehensive analysis of contemporary issues and resilience among children and family	E, An, C
3	Compete in maintaining ethical standards in ensuring the protection of child's rights and confidentiality	A, An

4	Apply evidence-based intervention strategies and critical thinking and problem-solving skills to appraise the programmes and policies for the welfare of children	A
5	Utilize interdisciplinary networking collaboration with government and nongovernment agencies for the advocacy	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√					
<b>CO2</b>	√					
<b>CO3</b>	√			√		
<b>CO4</b>	√				√	√
<b>CO5</b>		√	√	√		
<b>CO6</b>			√	√	√	

### COURSE CONTENTS

#### **Module 1: Introduction to Family and Child welfare (10 Hours)**

- 1.1: Definition, types, functions, and characteristics of families
- 1.2. Family Life Cycles; Dowel and Erikson
- 1.3. Understanding Child welfare in social work. Definition and scope
- 1..4. Changing trends & challenges in family and Child welfare

#### **Module 2: Influence of Family on Child development (10 Hours)**

- 2.1. Family as the basic unit of a child's development – Cognitive, emotional, and social development
- 2.2 Family Systems theory and its impact on child welfare
- 2.3 Socialization and Attachment theory and its implications in shaping a child's emotional and interpersonal development
- 2.4. Risk and protective factors affecting children and family

### **Module3: Contemporary Issues and Remedial measures in Family and Child Welfare (15 Hours)**

3.1 Magnitude, causes, and remedial measures for the problems of children in India

Child labor, street children, child abuse, child trafficking, the child in conflict with the law, child marriage, children affected by natural calamities and manmade disasters, children suffering from terminal/incurable disease (HIV/AIDS), children with disabilities, etc.

3.2 Children with special needs

3.3 Case Management and Advocacy: Case planning

3.4 Assessment and intervention: Assessing &enhancing parenting skills, prevention and early intervention strategies

### **Module 4: Child Welfare Programmes & Policies (20 Hours)**

4.1 National & International Policies and Legislations for children. UNCRC, JJ ACT 2015, POCSO ACT 2012, Child Marriage Prohibition Act, Child Labor Act

4.2 Overview of Child protective services: Institutional care services

4.3 Non institutional services: Foster care, Sponsorship & adoption

4.4 Legal and ethical foundations in practice: CWC, JJB, Commissions

### **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Child Protection in India: Policy & Practice By Neera Burra & laksmi Lingam
2. Child Rights in India: Law, policy & practice by Asa Bajpai
3. Gore M S (1968) Urbanization and family change, Mumbai: Poplar Prakashan
4. Green Arnold W. (1964) Sociology (Analysis of life in modern Society), MacGraw Hill Co.
5. Grochowski, J. R. (2014). Families and health. Los Angeles, Calif: SAGE.
6. Groves, E. R. (2012). The family and its social functions. New Delhi: Cosmo Publications.
7. Harris, C.C (1969) The family an Introduction, London: Georgeallen and Unwin Ltd.
8. Holland, S. (2015). Child & family assessment in social work practice. Los Angeles: SAGE.
9. Holosko, M. J., Dulmus, C. N., & Sowers, K. M. (2013). Social work practice with individuals and families evidence-informed assessments and interventions. Hoboken, NJ: John Wiley & Sons.

### Suggested Readings (Books & Journals)

1. Jayapalan N (2001) Indian Society and social Institutions, Vol.I, New Delhi: Atlantic Publishers & Distributors
2. Child Welfare policies & practices by Cynthiya Crosson-Tower
3. Child Welfare: Historical Perspective By John E. B. Myers
4. Child Development: Concepts and Theories by Jean A. Mercer

### ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question & Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course / Programme

The curriculum provides a strong foundation in the theories of family and child development, dynamics of family systems, the impact of various socio-economic and legal- ethical factors. Students will learn assessment tools, case management techniques relevant to family and child welfare. This would enable them to get employed in Child Care Centres, Child & Family welfare Projects, etc of Government, PRIs, NGOs and CSR Agencies

### Sample Questions to test Outcomes.

1. What are the key characteristics of families? (L1)
2. Explain how the Family Life Cycle impacts the dynamics of families and child welfare (L2)
3. Identify and discuss the risk and protective factors that may influence a child's development and resilience (L3)
4. Compare and contrast the socialization and attachment theories and how they contribute to shaping a child's emotional and interpersonal development. Give examples (L4)

5. Design a comprehensive case management plan for a child from a vulnerable background, incorporating elements such as assessment, intervention strategies, and advocacy techniques (L5)
6. Critically assess the effectiveness of national and international policies and legislations for children, such as UNCRC, JJ ACT 2015, and POCSO ACT 2012, in addressing contemporary issues in child welfare (L6)



### KU8DSCBSW411: Corporate Social Responsibility

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC (A28)	Advance (400-499)	KU8DSCBSW411	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Corporate Social Responsibility (CSR) integrates social and environmental concerns into business operations, aiming for positive societal impact while considering stakeholder interests. This involves corporate philanthropy, where companies donate resources or time to charitable causes, guided by models like Carroll's Pyramid, delineating economic, legal, ethical, and philanthropic responsibilities. In India, CSR is mandated by the Companies Act 2013, necessitating companies to allocate funds to specified CSR activities, while globally, CSR legislation underscores corporate accountability and social responsibility. Overall, CSR contributes to sustainable development by addressing social, environmental, and economic challenges, enhancing long-term value for both businesses and society.

**Course Pre-requisite:** The students should have a basic idea about corporates

## Course Outcome

CO No.	Expected Outcome	*Learning Domains
1	Acquire fundamental knowledge of corporate social responsibility.	R & U
2	Gain insight into the various aspects of CSR within an industry.	U
3	Develop understanding of CSR policies and legislation.	U, A
4	Evaluate present trends, practices, and potential within CSR	E
5	Appraise the significance of CSR in fostering sustainable development	An, C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√		√	√		√
CO2	√	√	√			√
CO3	√	√	√	√	√	
CO4		√		√		√
CO5	√	√	√		√	√

## COURSE CONTENTS

### Module 1: Introduction of CSR (12 Hours)

1.1 Concept, History and evolution of CSR, Scope and Importance of CSR in Contemporary Society.

1.2 Corporate philanthropy, Models for Implementation of CSR, Drivers of CSR, Carroll's Model of CSR (Pyramid of CSR).

1.3 CSR and Indian Corporations- Legal Provisions and Specification on CSR.

1.4 A Score Card, Future of CSR in India. CSR through triple bottom line.

## **Module 2: CSR Policy and Related Legislations (13 Hours)**

- 2.1 Factors influencing CSR policy, Managing CSR in an organization, Tools of CSR.
- 2.2 Business benefits of CSR, Role of HR Professionals in CSR.
- 2.3 Section 135 of Companies Act 2013. Scope for CSR Activities under Schedule VII.
- 2.4 Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India.

## **Module 3: Implementing CSR & Globalization and CSR (15 Hours)**

- 3.1 CSR in the marketplace, CSR in the workplace, CSR in the community. A moral argument for CSR, a rational argument for CSR, an economic argument for CSR
- 3.2 Role of Nonprofit & Local Self Governance in implementing CSR.
- 3.3 Global Recognitions of CSR- ISO- 14000-SA 8000 - AA 1000 - Codes formulated by UN Global Compact.
- 3.4 Social Stock Exchange- Concept, Scope, Eligibility criteria, onboarding process, Functioning of SSE

## **Module 4: CSR and Sustainable Development (15 Hours)**

- 4.1 CSR towards - Shareholders, Creditors and Financial Institutions, Government, Consumers, Employees and Workers, Local Community and Society.
- 4.2 Identifying key stakeholders of CSR & their roles.
- 4.3 Contemporary issues in CSR. Understanding roles and responsibilities of corporate foundations.
- 4.4 CSR as a Strategic Business tool for Sustainable development.

## **Module 5. Teacher Specific Module**

**5 Hours**

**Directions:** Teacher may have tutorial sessions like discussions, question answer sessions, debates, poster making, role plays, etc on any of the topics related to the course. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### **Essential Readings**

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
4. Blowfield, Michael, and Alan Murray, Corporate Responsibility, Oxford University Press.
5. Francesco Perrini, Stefano, and Antonio Tencati, Developing Corporate Social Responsibility-A European Perspective, Edward Elgar. University of Delhi.
6. Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
7. Roberts, T.J. and A. Hite (2000) From Modernisation to Globalisation: Perspectives on Development and Social Change, London, Blackwell.

8. Sharma, J.P., Corporate Governance, Business Ethics & CSR, Ane Books Pvt Ltd, New Delhi.
9. <https://www.nseindia.com/sse>

### Suggested Readings

1. Noe, R. A. (2013). *Employee Training and Development* (6th ed.). New York: Mc Graw Hill Irwin.
2. Decenzo, David A., Robbins,S (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons,USA
3. Schermerhorn, J. R. (2010). *Introduction management*. New Delhi: Wiley India.
4. Robbins, S. P., & Coulter, M. (2017). *Management* (13th ed.). Pearson India education services Pvt Ltd, Uttar Pradesh.
5. Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) *Human Resource Management 2000*, New Delhi : Wiley Eastern Ltd.
6. Ramasamy, T. (2004). *Principles of Management*. New Delhi: Tata Mcgrawhill education pvt ltd.
7. Prasad, L. M. (2014). *Human Resource management*. New delhi: Sultan Chand & Sons educational publishers.
8. Bhat, K. S. (2011). *Total Quality Management*. Himalaya Publishing House.

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"> <li>• <b>University exam (Theory)</b></li> </ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"> <li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li> </ul>	20%
<ul style="list-style-type: none"> <li>• <b>Internal Examination -1</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Internal Examination – 2</b> (theory)</li> </ul>	25%
<ul style="list-style-type: none"> <li>• <b>Class Room Participation</b> (attendance, Question &amp;Answer, conduct in class)</li> </ul>	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course**

- The CSR course enhances employability by equipping individuals with skills in ethical business practices, social responsibility, and sustainable development, making them valuable assets to organizations seeking to integrate CSR into their operations and strategies.
- Graduates of the course are well-positioned to pursue careers in CSR management, sustainability consulting, corporate governance, and socially responsible investing.

## **Sample Questions to test Outcomes.**

1. Describe the historical development of CSR. (L1)
2. Elaborate on the various models used to understand Corporate Social Responsibility (CSR) (L2)
3. Analyze the factors influencing on CSR policy (L3)
- 4.. How effective is the Companies Act of 2013 in regulating and promoting Corporate Social Responsibility (CSR) initiatives among companies? (L4)
5. Evaluate how effectively companies implement Corporate Social Responsibility (CSR) initiatives effectively within their organizational structure and operations (L5)
6. Analyse Corporate Social Responsibility (CSR) contribute to the promotion of sustainable development goals and initiatives (L6)

### KU8DSCBSW412: Palliative Care Social Work

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC (A29)	Advance (400-499)	KU8DSCBSW412	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

Understanding the principles and practices of Palliative Care Social Work, prepares social work trainees for a compassionate and resilient approach to persons with life limiting illness. This course covers processes and skills for providing psychological support, grief assistance, and advocate for client's rights. psychological support, grief assistance, and advocate for client's rights. Additionally, the course provides an overview of legal/policy considerations, institutional supports systems and interdisciplinary collaboration in the service provision for palliative persons.

**Course Pre-requisite:** The students should have studied social work in medical / psychiatric settings

## Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Able to identify the roles and practices in palliative care social work and articulate its principles and goals.	R & U
2	Analyze the impact of psychological distress on patients and families in palliative care settings.	An
3	Able to manage the various institutional mechanisms and delivery models of palliative care in the Indian context.	A
4	Develop skills for building partnerships with healthcare professionals in a palliative care setting.	E, C
5	Intervene and give suggestions in the field of palliative care setting with social work practice	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	√					
CO2		√				
CO3		√				
CO4					√	
CO5	√	√	√		√	√

## COURSE CONTENTS

### Module 1: Introduction to Palliative Care Social Work

(10 Hrs)

- 1.1 What is palliative care; Definitions and its needs
- 1.2 Principles and goals of palliative care
- 1.3 Definitions of palliative care social work
- 1.4 Need and scope of palliative care social work

## **Module 2: Psychosocial Aspects and Support in Palliative Care**

**(15 Hrs)**

- 2.1 Psychological Aspects in Palliative care and what is Psychological Distress?
- 2.2 Types of Psychological Distress,
- 2.3 Grief and Bereavement Support
- 2.4 Understanding grief processes
- 2.5 Providing support to patients and families during bereavement
- 2.6 Promotion of resilience in the face of life-limiting illnesses

## **Module 3: Collaboration and Interdisciplinary Teamwork in Palliative Care (15 Hrs)**

- 3.1 Role of social workers in palliative care teams, Interdisciplinary Collaboration in
- 3.2 Healthcare building effective partnerships with healthcare professionals
- 3.3 Enhancement of teamwork within palliative care settings
- 3.4 Utilization of community resources for patient and family support
- 3.5 Social workers as advocates for patients' rights

## **Module 4: Programmes in Palliative Care in India**

**(15 Hrs)**

- 4.1 National Programme for Palliative Care (NPPC)
- 4.2 The Indian Association of Palliative Care (IAPC)
- 4.3 Role of National Health Mission in palliative care in India
- 4.4 Delivery Models and strategies of Palliative Care in India
- 4.5 ISSP and palliative care, NDPS Act, and palliative care
- 4.6 Regulations of orphanages
- 4.7 Euthanasia



## Module 5. Teacher Specific Module

(5 Hours)

**Directions:** Conduct a visit to a palliative care Centre /unit to observe the activities / functioning and prepare a report of it. The assessment /evaluation of it will be covered in internal (Continuous Assessment)

### Essential Readings (Books & Journals)

1. Palliative Care Social Work: From Interdisciplinary Teamwork to Practice by Bridget Johnston (Published 2016)
2. Effective Communication in Palliative Care by Elizabeth VandeKieft (Published 2014)
3. Psychosocial Palliative Care by Peggy Sturman Gordon (Published 2015)
4. Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner by J. William Worden (Published 2008)
5. Interprofessional Collaboration in Social Work Practice by Karla T. Washington (Published 2013)
6. Social Work in Health Care: A Handbook for Practice by Michael Holosko (Published 2017)

### Suggested Readings

1. Sumser, B., Leimena, M., & Altilio, T. (Eds.). (2019). *Palliative care: A guide for health social workers*. Oxford University Press.
2. Bosma, H., Johnston, M., Cadell, S., Wainwright, W., Abernethy, N., Feron, A., ... & Nelson, F. (2010). Creating social work competencies for practice in hospice palliative care. *Palliative Medicine*, 24(1), 79-87.
3. Small, N. (2001). Social work and palliative care. *The British Journal of Social Work*, 31(6), 961-971.
4. Thiel, M., Mattison, D., Goudie, E., Licata, S., Brewster, J., & Montagnini, M. (2021). Social work training in palliative care: addressing the gap. *American Journal of Hospice and Palliative Medicine*, 38(8), 893-898
5. Gwyther, L. P., Altilio, T., Blacker, S., Christ, G., Csikai, E. L., Hooyman, N., ... & Howe, J. (2005). Social work competencies in palliative and end-of-life care. *Journal of Social Work in End-of-Life & Palliative Care*, 1(1), 87-120.

## ASSESSMENT RUBRICS

<b>Evaluation Type</b>	<b>Marks</b>
<b>End Semester Evaluation</b>	<b>70</b>
<ul style="list-style-type: none"><li>• <b>University exam (Theory)</b></li></ul>	
<b>Continuous Evaluation</b>	<b>30</b>
<ul style="list-style-type: none"><li>• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question &amp; Answer and content)</li></ul>	20%
<ul style="list-style-type: none"><li>• <b>Internal Examination -1</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Internal Examination – 2</b> (theory)</li></ul>	25%
<ul style="list-style-type: none"><li>• <b>Class Room Participation</b> (attendance, Question &amp; Answer, conduct in class)</li></ul>	10%
<b>Total</b>	<b>100%</b>

### Employability for the Course

The curriculum provides a strong foundation in psychological support, grief assistance, and advocacy for client's rights which are required to practice palliative care social work. This would provide job opportunities to the social workers in palliative care project of NGOs, PRI Projects and Government projects within and outside the country.

### Sample Questions to test Outcomes.

1. What is the primary goal of palliative care? (L1)
2. Why are palliative services considered essential in healthcare? (L2)
3. Explain how social workers can provide support to persons living with life-limiting illnesses and to their families during bereavement (L3)
4. How does effective collaboration contribute to enhanced patient care? (L4)
5. Evaluate the impact of national palliative care programs in India (L5)
6. Design a comprehensive palliative care initiative for a specific community (L6)

### KU8DSCBSW413: School Social Work and Career Guidance

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC(A30)	Advance (400-499)	KU8DSCBSW413	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
55	0	5	30	70	100	2

#### Course Description

School social workers are integral to the school mental health workforce and the leading social service providers in educational settings. In recent decades, school social work practice has been largely influenced by the multi-tiered systems of support approach, ecological systems views, and the promotion of evidence-based practice. However, none of the existing school social work reviews have examined the latest characteristics and outcomes of school social work services. This scoping review analyzed and synthesized the focuses and functions of school social workers and the state-of-the-art social and mental/behavioral health services they provide. Findings showed that in the past two decades, school social workers in different parts of the world shared a common understanding of practice models and interests. Most school social work interventions and services targeted high-needs students to improve their social, mental/behavioral health, and academic outcomes, followed by primary and secondary prevention activities to promote school climate, school culture, teacher, student, and parent interactions, and parents' wellbeing. The synthesis also supports the multiple roles of school social workers and their collaborative, cross-systems approach to serving students, families, and staff in education settings. Implications and directions for future school social work research are discussed. Career guidance is the guidance given to individuals to help them acquire the knowledge, information, skills, and experience necessary to identify career options, and narrow them down to make one career decision. This career decision then results in their social, financial and emotional well-being throughout

**Course Pre-requisite:** The students should have studied Basic concepts of Human behaviour and basic counselling skills

**Course Outcomes**

CO No.	Expected Outcome	*Learning Domains
1	Comprehensive understandings on school social work and students learning strategies	R & U
2	Measure IQ personality and other psycho social skills of children	An, E
3	Provide Strategic career guidance and assessing children in a comprehensive manner to future development	A, An, C
4	Comprehensive management and Services to the Differently Abled and Gifted Children	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	√		√		√	
<b>CO2</b>	√	√		√		
<b>CO3</b>	√	√				
<b>CO4</b>	√	√	√		√	

**COURSE CONTENTS**

**Module 1: School Social work (5 Hrs)**

- 1.1 School Social Work - Meaning and Definition,
- 1.2 History of Social Work in Schools,
- 1.3 Skills and techniques. student parents and teachers’ three-dimensional relationship.
- 1.4 Challenges in school social work.



4. Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance, New Jersey: Merrill Prentice Hall, 1995.
5. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003
6. Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan,1985 · Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers,1984. · Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher,2004.
7. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
8. Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
9. Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002. • Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.

### Suggested Readings

1. Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002. • Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.
2. Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.
3. Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh:Mohindra Capital, 1972. • Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi

### ASSESSMENT RUBRICS

Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>70</b>
• <b>University exam (Theory)</b>	
<b>Continuous Evaluation</b>	<b>30</b>
• <b>Assignments</b> (Punctuality in submission, quality of the content, format, book / article review, genuinity of the content)	20%
• <b>Presentations</b> (Seminar, format, presentation skill, Viva-voce -Question & Answer and content)	20%
• <b>Internal Examination -1</b> (theory)	25%
• <b>Internal Examination – 2</b> (theory)	25%
• <b>Class Room Participation</b> (attendance, Question &Answer, conduct in class)	10%
<b>Total</b>	<b>100%</b>

## **Employability for the Course**

The course would enhance the scope of getting employed as School Counsellor and Counsellor in Counselling centers and Career Guidance Centres

### **Sample Questions to test Outcomes.**

1. Write about the need and importance of guidance and counselling in modern educational perspective (L1)
2. In your understanding, what are the types of career guidance support and counselling services required for the adolescent and youths in the contemporary society (L2)
3. Briefly explain challenges to the school counselling (L3)
4. Suggest the measures to improve the school counselling services being provided in schools in Kerala (L4)
5. Career guidance at school level will help the students in developing their career and better placement – Discuss with examples (L5)
6. Critically examine steps in counselling (L6)

## KU8CIPBSW414: Capstone Internship (Field Practicum Lab 8)

(Only For BSW with Honours as Optional)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Capstone Internship in Major Discipline	Advance (400-499)	KU8CIPBSW414	8	240

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
	240		60	140	200	NA

### Course Description

The students will be posted/engaged in any of the social work organization (Government, Non-Government, Local self-government institutions, Private organizations, Research and development institutions, Leading social enterprises like FPOs, Hospitals, Start-us, etc) or in the community, under the supervision of a professional social worker / a development expert from the given organization/ entity/community. The internship project work is for getting direct social work experiences at its advance level, in the real situation. The student will undertake a project, based on the nature and fields of interventions of the organisation.

### Course Pre-requisite:

- The department have prepared a shelf of organisations / community setting where there is ample opportunity for the student for doing project work in tandem with the professional social work practice and scope for a Project based practice and interventions.



- b) The department in consultation with the organization will finalise the Organisation Supervisor for mentoring the student.
- c) The student has prepared a Field Practicum Project framework in consultation with the organization supervisor and all the other required pre- project work plans with specific deliverables and time frame and got it approved by the faculty supervisor
- d) The student has attended the preparatory orientation programme conducted by the department for the course

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Prepare a detailed project report following scientific methods	U, C
2	Plan and implement professional social work activities	U, An, C, A
3	Demonstrate skill in discharging managerial and administrative functions of a Social Work organization up keeping the performance standards, social work ethics and value base	E, A
4	Prepare management information systems and do documentation that are needed to manage social work activities and projects	C
5	Build collaborations and networks in developmental activities and projects	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√		√	√	√	√
CO3		√	√		√	
CO4	√	√	√	√	√	√
CO5	√		√	√	√	√

## **COURSE CONTENTS**

### **Module 1: Organizing the project work (20 Hours)**

- 1.1. Identifying the organization/community where there is scope for project-work based practice and getting formal consent/approval, completing procedural requirements and formalities
- 1.2. Understanding the organization/community to explore the nature of its functions and exploring the possible areas of project work- Readings, web page visits, etc
- 1.3. Developing an action plan for the field level implementation of the field practicum getting it approved by the faculty supervisor, identifying possible risks and developing its management plan.

### **Module 2: Preparing for Project work (30 Hours)**

- 2.1 Joining/Reporting the organization or community - Discussions, setting learning objectives and finalizing the action plan
- 2.2 Knowing the history, vision, mission, objectives, organogram, legal compliances, systems, structures, resource mobilization/ source of finance for the programmes, governance systems, job roles, knowledge and skill requirements for the job roles, networks, collaborations, etc of the Organisation/Community
- 2.3 Identifying problem for the Project (Field visits, visit to activities, interactions, literature review, pilot study, etc, finalizing the title, conceptual framework and objectives)
- 2.4. Finalizing the methodology for the project (Target group, source of the baseline data, tools & methods of baseline data collection, pre-test, data processing, data analysis, chapterisation, etc)
- 2.5. Time line for executing the project work

### **Module 3: Implementing the Project (180 Hours)**

- 3.1. Developing the tool for the baseline data collection, pre-test, data collection, PRA programme
- 3.2. Data processing, frequency table preparation, data analysis & interpretation, findings, suggestions, testing hypothesis (as the case may be)
- 3.3. Preparing the project report and all supporting documents like tools, photographs, newspaper clips, video documents, etc
- 3.4. Submitting the draft to the organization supervisor as well as Department Supervisor for getting observations

3.5. Finalising the draft report with suggestions/modifications as proposed by the Supervisors, printing and binding of the report and getting it authenticated by the Supervisors and the Head of the Department.

#### **Module 4- Submission and Presentations (10 Hours)**

4.1 Submission and Presentation in the Organisation / Community

4.2. Submission to the department

#### **Readings**

Given in Common Field Practicum Guidelines

#### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

#### **Employability for the Course**

Given in the Field Practicum Guidelines

## KU8RPHBSW415: Research Project

(Only for & Mandatory for BSW Honours with Research)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Research Project in Major Discipline	Advance (400-499)	KU8RPHBSW415	12	During the period of 8 <sup>th</sup> Semester

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
Yes	Yes		90	210	300	NA

### Course Description

The Research project in the major discipline is proposed in accordance with the guidelines for conducting research for the FYUG Programme. The students invariably follow the scientific methods and steps of social work research. The student has to prepare and present the synopsis/ research project proposal in the department to get it approved by the department and the ethical committee. The student will carry out the research in accordance with the methodological framework as approved by the department and submit the thesis to the department duly certified by all concerned in the prescribed research reporting format.

**PS: See Detailed Guidelines for Research / Dissertation for more details other than what is given here**

### Course Pre-requisite:

- a) Students who have opted BSW honours with research and studied research method course
- b) The department have prepared a list of organisations where there is ample opportunity

for the student to do the research work in tandem with the BSW programme research guidelines, if it is planned to do in collaboration with an organization (The student can do the Research Work without associating with an organization. In that case he/she will be fully guided only by the department)

And

The department have prepared indicative thematic areas for doing the research and the time line for the course.

- c) The department in consultation with the organization will finalise the Organisation Supervisor for the research field related activities, if it is in association with an organisation
- d) The student has prepared a research project synopsis and all the other required pre-research project plans with specific deliverables and time frame and got it approved by the faculty supervisor
- e) The proposed research proposal is approved by the research ethics committee formed by the department
- f) The student has attended the preparatory orientation programme organized by the department for the course

### Course Outcomes

CO No.	Expected Outcome	*Learning Domains
1	Prepare a research proposal and research report in its scientific form	R, U, C
2	Organize and mobilize himself/herself to plan and undertake social work research	U
3	Make use of real time and evidenced based data / information for the effectiveness of professional social work practice	An, A
4	Generate base line data for planning projects and programmes	E, C
5	Work in a collaborative and net worked manner in development process	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	√	√	√		√	√
CO2	√	√		√	√	√
CO3		√	√		√	√
CO4	√	√	√	√	√	√
CO5	√		√	√	√	√
CO6	√	√	√	√	√	√

## COURSE CONTENTS

### Module 1: Organizing the research work

- 1.1. Identifying the research problem, finalizing the organization /community for the work, getting formal consent/approval, completing procedural requirements and formalities
- 1.2. Exploring more about the research problem –Literature review, consultations, discussions, participating seminars, field visits, etc
- 1.3. Pilot study
- 1.4. Developing an action plan for the research work and its approval by the faculty supervisor, identifying possible risks and developing its management plan.

### Module 2: Preparing for Research Work

- 2.1 Finalising the research problem, variables, concepts, title, objectives, population, unit of study, hypothesis, methodology & design, source of data, data processing & analysis plan, chapterisation, time line, and preparing the detailed synopsis of the research and its submission to department.
- 2.2 Presentation of synopsis before the research approval committee of the department, modifications and its finalization
- 2.3 Developing the tool for data collection, pre-test and modifications
- 2.4. Ethical parameters and approval by the ethics committee

### **Module 3: Implementing the Research Project work**

3.1. Selection of sample

3.2. Collection of data and information- quantitative and qualitative as the case may be

3.3. Data processing, frequency table preparation, data analysis & interpretation, findings, suggestions, testing hypothesis

3.4. Preparing the project report with bibliography and all supporting documents like tools, photographs, newspaper clips, video documents, etc

3.5. Submitting the draft to the organization supervisor, if any, as well as Department Supervisor for getting comments & observations

### **Module 4- Submission and Presentations**

4.1 Finalising the draft report with suggestions/modifications/observations as proposed by the Supervisor/s, printing and binding of the report and certification/getting it authenticated by the Supervisors and the Head of the Department.

4.2. Submission and Presentation in the Organisation / community, if any

4.3. Submission to the department

4.4 Preparing a thematic research paper based on the study and its submission to the department, its presentation

### **Readings**

Given in Common Field Practicum Guidelines

### **Assessment Rubrics**

Given in Field Practicum Assessment Guidelines

### **Employability for the Course**

Given in the Field Practicum Guidelines