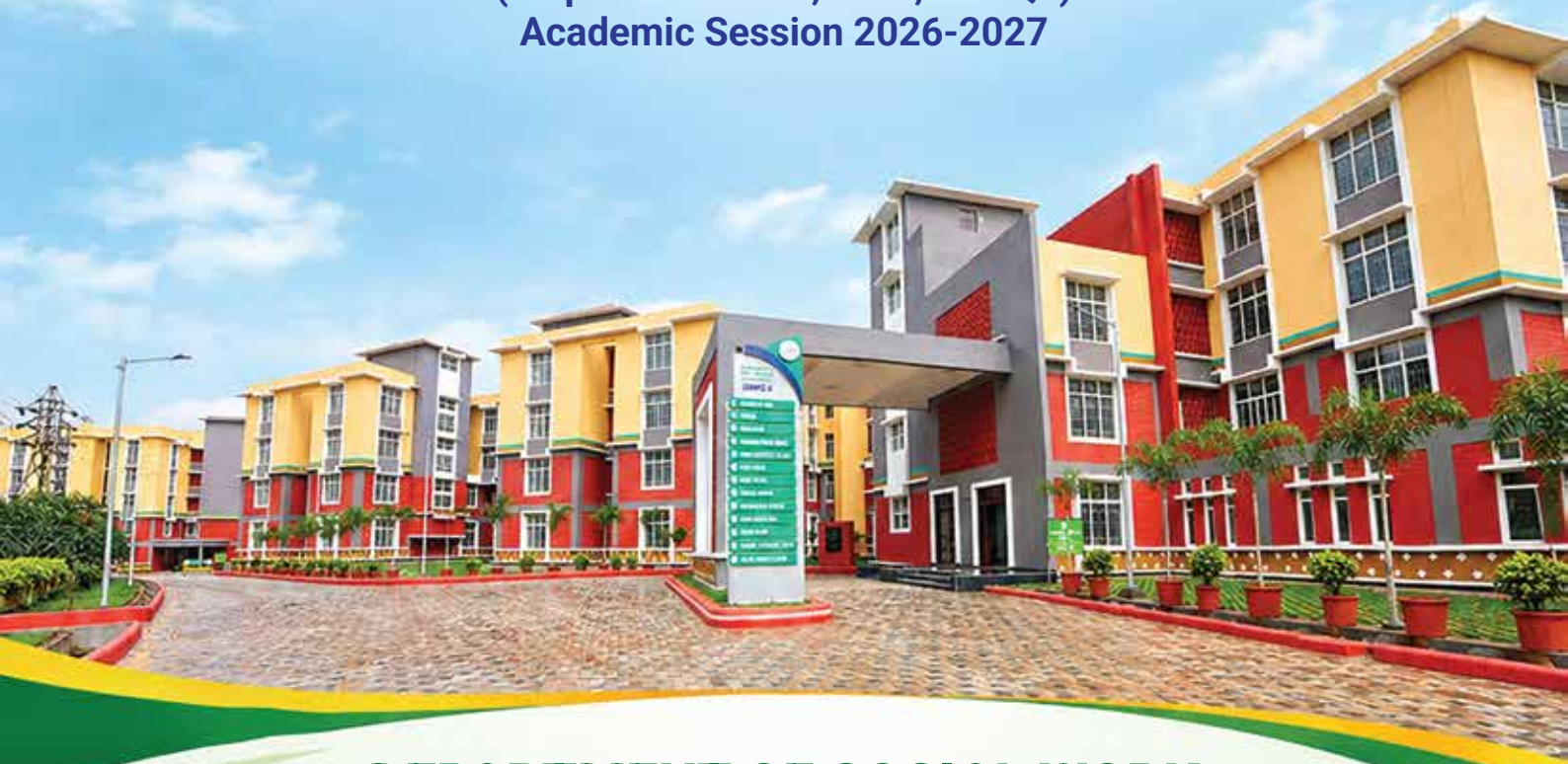
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

# CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

# MASTER OF SOCIAL WORK

**(As per NEP-2020, NCrF, NHEQF)**
**Academic Session 2026-2027**



## DEPARTMENT OF SOCIAL WORK

### SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS (STLS & TR)


## KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

**DEEMED TO BE UNIVERSITY**

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

# About the School of Tribal Legal Studies and Tribal Rights (TLS&TR)

The **School of Tribal Legal Studies and Tribal Rights (TLS&TR)**, KISS Deemed to be University, established in **2017–18**, is dedicated to promoting education, research, and community engagement in the areas of tribal rights, indigenous knowledge systems, customary governance, and social justice. Integrating the disciplines of **Sociology, Social Work, and Anthropology**, the School adopts an interdisciplinary approach to address the legal, social, cultural, and developmental issues affecting tribal communities.

The School emphasizes academic excellence through teaching, research, field-based learning, and extension activities that connect classroom knowledge with community practice. It promotes the study and preservation of indigenous knowledge, cultural heritage, and customary institutions while contributing to evidence-based policy, inclusive governance, and sustainable tribal development.

By fostering collaboration with communities, government agencies, and other stakeholders, the School aims to develop competent professionals, researchers, and leaders committed to protecting tribal rights and advancing inclusive and sustainable development.

# About the Department

Department of Social Work, under the School, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The Department of Social Work offers a forward-looking, outcome-based undergraduate programme designed to prepare students for ethical, skilled, and socially responsible practice in diverse human service settings. Rooted in NEP 2020, the curriculum blends theory, fieldwork, internships, and community engagement to build competence at the micro, mezzo, and macro levels of intervention. It introduces students to the history, philosophy, methods, and professional values of social work while also drawing on sociology, psychology, public health, law, economics, and indigenous studies to promote interdisciplinary understanding. The programme places strong emphasis on social justice, tribal welfare, inclusion, gender equity, environmental sustainability, and the empowerment of marginalized communities, reflecting a commitment to both local realities and global development goals. Through continuous assessment, reflective learning, and practical exposure, students develop communication, research, leadership, teamwork, and problem-solving abilities essential for contemporary practice. Overall, the Department of Social Work nurtures

compassionate professionals who can address complex social problems, advocate for rights, and contribute meaningfully to inclusive development and nation-building.

# Vision of the School

To emerge as a nationally and internationally recognized centre of excellence in **Tribal Legal Studies, Indigenous Rights, and Social Justice** through interdisciplinary education, innovative research, advocacy, and meaningful community engagement, contributing to the empowerment and sustainable development of tribal communities.

# Mission of the School

- To provide quality interdisciplinary education in Tribal Legal Studies, indigenous rights, customary governance, and social development.
- To promote research, field-based learning, and community engagement to address the legal, social, cultural, and developmental concerns of tribal communities.
- To preserve and strengthen indigenous knowledge systems, customary practices, and tribal cultural heritage through academic and research initiatives.
- To nurture socially responsible professionals, researchers, and leaders with ethical values, critical thinking, and advocacy skills.
- To foster collaboration with government agencies, academic institutions, civil society organizations, and tribal communities for capacity building and sustainable development.
- To contribute to social justice, inclusive growth, cultural preservation, and the achievement of Sustainable Development Goals (SDGs).

# Programme Overview

**Programme Title:**MA Social Work

**Programme Type:** Postgraduate (As per NEP 2020 framework

**Programme Description**

The Programme, M.A. Social Work under the School of Tribal Legal Studies and Tribal Rights (TLS&TR) is an innovative, interdisciplinary, and practice-oriented postgraduate programme designed to prepare professionals committed to social justice, tribal welfare, and inclusive development. Social Work, as both an academic discipline and a practice-based profession, focuses on addressing the basic needs and rights of individuals, families, groups, communities, and society, with the aim of enhancing individual and collective well-being.

This programme integrates knowledge and practice from psychology, sociology, public health, political science, community development, law, and economics, enabling students to critically engage with social systems, legal frameworks, policies, and governance structures affecting tribal and marginalized communities. In alignment with NEP 2020, the curriculum emphasizes multidisciplinary learning, experiential and field-based education, research orientation, and outcome-based training. Students are equipped to conduct social assessments, design and implement interventions, advocate for rights-based approaches, and strengthen social functioning, accountability, and professional responsibility at micro, mezzo, and macro levels of social work practice.

**Vision**

To emerge as a leading academic and innovative School committed to holistic, multidisciplinary, and inclusive education, with a focused emphasis on tribal studies, indigenous rights, and sustainable development. The School envisions nurturing socially responsible, ethically grounded, and professionally competent graduates who are aware of their roots, rights, roles, and civic responsibilities, and who contribute meaningfully to social justice, equity, community engagement, and nation-building, in alignment with the vision of NEP 2020.

**Mission**

To achieve this vision, the Department of Social Work is dedicated to the following missions:

1. To deliver quality education through innovative pedagogy, outcome-based education (OBE), interdisciplinary and multidisciplinary approaches, and research-led teaching, thereby enhancing critical thinking, analytical ability, and lifelong learning among students.
2. To strengthen professional skills, vocational competence, and self-reliance through experiential learning, internships, fieldwork, and skill-based training, preparing students for employability, leadership, and social entrepreneurship, in line with Skill India and NEP 2020 mandates.
3. To actively engage students in community-based learning, extension activities, field visits, and participatory research, with a strong focus on tribal welfare, environmental sustainability, indigenous knowledge systems, and the United Nations Sustainable

Development Goals (SDGs).

4. To enhance students' awareness and sensitivity to contemporary social issues through political, economic, cultural, religious, and tribal perspectives, fostering constitutional values, gender equity, multicultural competence, and a global outlook rooted in local contexts.

# Process of Curriculum Development

The syllabus development process began with the formation of a dedicated Syllabus Committee comprising domain experts, who were entrusted with designing an academically sound and professionally relevant curriculum. The draft syllabus was prepared after consultations with key stakeholders, including students, alumni, employers, and community representatives, so that the programme reflects real learning needs and social expectations. It was then reviewed and approved by the faculty of the School, ensuring internal academic scrutiny, coherence, and alignment with the institutional vision. Subsequently, the syllabus was vetted by the Board of Studies with the support of external experts, adding an important layer of academic quality assurance and external validation. The final version was approved by the Academic Council, thereby completing the institutional approval process and confirming its academic legitimacy. In addition, the syllabus was aligned with the broader policy direction of NEP 2020, which emphasizes holistic, multidisciplinary, learner-centred, and value-based education. It also reflects the credit-based and outcome-oriented spirit of contemporary higher education frameworks, including CBCS, NCrF, and NHEQF, to ensure flexibility, competency development, and comparability with national standards. Overall, this process ensured that the programme is both academically robust and responsive to emerging educational and social priorities.

**NCrF-Aligned Components (National Credit Framework)**

1. Operational Definition of Credit (NCrF Standard)

*"1 Credit = 30 Notional Learning Hours."*

A standard 4-credit course = 120 Notional Learning Hours.

## NCrF-Compliant Course Engagement Table

| Component | Operational Definition | Hours (Example for 4-credit course) |
|---|---|---|
| **Face-to-Face Lectures** | Concept delivery, interactive instruction | 45 |
| **Tutorials / Labs / Field** | Hands-on practice, experimentation | 30 |
| **Independent Self-Study** | Pre-reading, journal review | 20 |
| **Continuous Assessment** | Assignments, quizzes, mid-term | 12 |
| **Final Semester Exam Preparation** | Revision, project completion | 13 |
| **Total Notional Hours** | **Must equal 30 hours × credits** | **120** |

### MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

| Sl. No | Courses | Number of Courses | Credit per Course | Total Credit |
|---|---|---|---|---|

## NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for PG Programme)

| | | | Theory | Practical | |
|---|---|---|---|---|---|
| 1 | Core Paper | 15 | 4+4+4=12 +1=13<br>12x4=48<br>1x2=2 | 1+1=2<br>2x4=8 | 58 |
| 2 | Special Paper | 3 | 1+1+1=3<br>3x4=12 | | 12 |
| 3 | Elective Paper | | | | |
| 4 | Internship | | | | |
| 5 | Dissertation | 1 | | | 20 |
| Total | | | | | 90 |

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

## Eligibility for Admissions with No. of Seats

It is as per the admission guidelines and brochure of the KISS Deemed to be University. Candidates must have completed graduation either 3 years or 4 years or equivalent examination from a recognized university or institution, preferably from Social Work and Social Science disciplines as subject combination. Admission shall be based on university norms and selection procedures. The intake capacity is 16 and it may be determined by the university from time to time.

## Examination Pattern: As per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate.Provided that for a language subject answers are to be in that language. Sanskrit may be written inOdia scriptbutlanguagehastobeSanskrit.

## Duration of the Examinations-Mid Semester & EndSemester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examinations for 1 hour irrespective of full marks in the course/subjects and irrespective of credit.The practicalexaminationsshallbeof2hoursduration.

EachSchoolshallhaveadesignatedfaculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of theUniversity.

**ContinuousEvaluationandMidSemesterExamination:**

a) Mid semester examination will be of 1-hour duration for20/10 marks (20 for subjects having no practical and 10 for subjects with practical papers). There shall be no pass mark inMid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who areteaching the corresponding paper. A student whofailstoappearinaMid-SemesterExamination**will be allowed one more chance to take** the same examination before appearing the concerned term-end examination. There will benoprovisiontore-appearinthe Mid-SemesterExaminationforimprovement.

c) For subjects with practicals there will be a Mid-Semester practical examination carrying 10marks.

d) The University authority of the valuation zones will preserve the answerScript of the End Semester examination for 06 months from the date of publication of the result for reference.

e) A studenthas to appear the mid semesterexamination positively.Absencein the midsemester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-Endexamination under special case duly considered by the HoD(for the *candidates who represent the University or State for Inter-University orinter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).*

**DistributionofMarksinEndSemester andContinuousEvaluation: (Irrespectiveofcreditinacourse/Paper)**

| CourseType | MaximumMarks | Semester-EndtheoryMark | ContinuesEvaluationMarks/Sessional | MidSemestertheoryMark | Semester-EndandPracticalmark | MidSemesterPracticalMark |
|---|---|---|---|---|---|---|
| Without Practical | 100 | 60 | 20 | 20 | ---- | -- |
| With Practica | 100 | 50 | 10 | 10 | 20 | 10 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **l** | | | | | | |
| **Thesis/ Dissertation/ Seminar/Field Work** | **100** | **------** | **-------** | **-------** | **-------** | **-------** |

The **modes of evaluation** of **Thesis/ Dissertation/ Seminar/Field Work** shall be as follows:

Literature Review
Synopsis Presentation
Field Work / Data Collection and Data Analysis
Findings and Conclusions
Presentation and Viva-Voce

**DistributionofSessional Marks:(Continuous Evaluation)**

| CourseType | Maximum Mark | MidSemester | Attendance | Surprise Test/Quiz/Viva | Assignment/Presentation |
|---|---|---|---|---|---|
| **WithoutPractical** | **40** | **20** | **Above 95%-85%-94%-75%-84%-** | **10** | **05** |
| **WithPractical** | **30** | (Theory10+ Practical10) =20 | | **05** | **Nil** |

## Examination Question Pattern of End Term Examination and Mark Distribution:

Theevaluationprocessmaycoversummativeandformativeaspectsandassessunderstandingapplications, articulation,programandcourseoutcome.

| QuestionPattern | | WithPractical | WithoutPractical |
|---|---|---|---|
| **Part-I–Objective** | **AnswerinMCQ/ in one word/in one sentence as directed** | **1x5=5** | **1x6=6** |
| **Part-II-VeryShortType** | **Answer within 50words. Answerany3 out of 5 questions (with practical) and** | **2x3=6** | **2x5=10** |

| | | | |
|---|---|---|---|
| | Answer any 5 out of 7 question (without practical) | | |
| Part-III-ShortType | Answer within 250words Answerany3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical) | 5x3=15 | 5x4=20 |
| Part-IV-LongType | Answer within 800words. Answerany3outof5 questions | 8x3=24 | 8x3=24 |
| Total | | 50 | 60 |
| ForPracticalPaper | | One MajorExperiment -10 Record- 05 Vivavoce-05 | --------- |

## Examination Question Pattern of Mid Semester Examination and Mark Distribution

| QuestionPattern | | WithPractical | WithoutPractical |
|---|---|---|---|
| Part-I–Objective | AnswerinMCQ/ in one word/in one sentence as directed | 1x3=3 | 1x6=6 |
| Part-II-VeryShortType | Answer within 50words. Answerany1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical) | 2x1=2 | 2x2=4 |

| | | | |
|---|---|---|---|
| **Part-III-ShortType** | **Answer within 250words Answerany1 out of 2 questions(wit h practical) and Answer any 2 out of 3 question (without practical)** | **5x1=5** | **5x2=10** |
| **Total** | | **10** | **20** |
| **ForPracticalPaper** | | **One MajorExperiment -5 Record- 02 Vivavoce-03** | --------- |

## Award of Degree

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

## Duration and Types of Courses and Process of Multiple Entry and Exit

**NHEQF-Aligned Components (National Higher Education Qualifications Framework)**

**1. NHEQF Level Mapping for Multi-Entry / Multi-Exit**

*"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."*

Insert the following table:

| **Milestone / Year Completed** | **Exit Award** | **NHEQF Level** | **Standard Credit Range** |
|---|---|---|---|
| **Year 1 (Sem I-II)** | Post-Graduate Diploma | Level 6.0 | 48 Credits |

| Milestone / Year Completed | Exit Award | NHEQF Level | Standard Credit Range |
|---|---|---|---|
| **Year 2(Sem III-IV)** | Master's degree (e.g. M.A., ) | Level 6.5 | 90 Credits |

**Programme Educational Objectives (PEO)**

PEO-1: DemonstrateEthicalandProfessionalBehaviourinSocialWork Practice.

PEO-2: Apply critical thinking to inform and communicate professional judgment in Social Work Practice.

PEO-3: Construct research informed practices and practice informed research in Social Work.

PEO-4: Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities Develop sensitivity, resourcefulness and competence to render service to families, communities, and the nation.

PEO-5: Promote research, innovation and design (product) development favouring all the disciplines in Social work.

**Programme Outcomes (PO)**

*(Aligned with NEP-2020 Graduate Attributes; Schools may customize.)*

| | | |
|---|---|---|
| PO1 | Moral & Ethical Values | Demonstrate moral integrity, ethical responsibility, and commitment to social justice in professional practice. |
| PO2 | Disciplinary Knowledge | Apply core social work theories, methods, and concepts to understand and address social problems effectively. |
| PO3 | Communication Skills | Communicate clearly and professionally with individuals, groups, communities, and stakeholders in diverse contexts. |
| PO4 | Critical Thinking, Problem solving & analytical reasoning | Analyze social issues critically and develop appropriate, evidence-based intervention strategies. |
| PO5 | Indian Knowledge Systems (IKS) | Appreciate and integrate Indian values, indigenous wisdom, and local community practices in social work interventions. |
| PO6 | Research-Related Skills | Conduct basic research, interpret findings, and use evidence to inform social work practice and policy. |
| PO7 | Cooperation/Teamwork | Work collaboratively with communities, organizations, and interdisciplinary teams to achieve common social goals. |
| PO8 | Digital Literacy | Use digital tools for documentation, communication, research, and professional social work practice. |

| | | |
|---|---|---|
| PO9 | Experiential & Life – long learning | Learn continuously through fieldwork, internships, and reflective practice for personal and professional growth |
| PO10 | Leadership Qualities | Exhibit leadership in community initiatives, advocacy efforts, and organizational or social development activities. |
| PO11 | Professional & Decision-making Skills | Make informed, ethical, and context-sensitive decisions in social work and human service settings. |
| PO12 | Environment Awareness and Sustainability | Promote environmental awareness, sustainable practices, and community responsibility in social work interventions |

**Programme Specific Outcomes (PSO)**

PSO1: Prepare professionally trained social work graduates capable of contributing effectively to social welfare, community development, and allied fields at micro, meso, and macro levels.

PSO2: Enable students to develop critical and creative thinking skills and apply social work theories, methods, and principles effectively in professional practice.

PSO3: Facilitate an interdisciplinary approach to enhance understanding and analysis of social problems, developmental issues, and community realities.

PSO4: Develop competencies to practice social work values, ethics, and professional conduct while working with diverse, marginalized, and vulnerable populations.

PSO5: Equip students with appropriate skills, techniques, approaches, and models of social work practice to plan, implement, and evaluate interventions for social change and sustainable development.

## Course Structure of the PostgraduateProgramme-Semester I

| Course Category | Course Code | Course Title | Credits | | | Total Credit |
|---|---|---|---|---|---|---|
| | | | L | T | P | |
| Course | **SW**40001 | Social Work – Nature and Development | 3 | 1 | 0 | 4 |
| | **SW40003** | Social Movement and Action | 3 | 1 | 0 | 4 |
| | **SW40005** | Social Policy and Planning | 3 | 1 | 0 | 4 |
| | **SW40007** | Medical and Psychiatry Social Work | 3 | 1 | 0 | 4 |
| | **SW40081** | Advanced Fieldwork-I | 0 | 1 | 3 | 4 |
| Course on Tribal Legal Studies and Tribal Rights | | | | | | |
| | **TS40051** | Understanding Tribal Society | 3 | 1 | 0 | 4 |
| | | **Total** | | | | **24** |

## Course Structure of the Postgraduate Programme-SEMESTER-II

| Course Category | Course Code | Course Title | Credits | | | Total Credit |
|---|---|---|---|---|---|---|
| | | | L | T | P | |
| Course | **SW40002** | **Digital Space in Social Work** | 3 | 1 | 0 | 4 |
| | **SW40004** | **Advance Theory of Social Work** | 3 | 1 | 0 | 4 |
| **Discipline Specific Elective / Core Specialization (Choose Any one Group)** | | | | | | |
| | **SW40032**<br>**SM40032**<br>**SE40032** | **A1. NGO Management**<br>**B1. Disaster, Crisis and Intervention**<br>**C1. Population Dynamics and Gender Issues** | 3 | 1 | 0 | 4 |
| | **SW40034**<br>**SM40034**<br>**SE40034** | **A2. School Social Work**<br>**B2. Counseling Theory and Practice**<br>**C2. Tribal Social Work Practice** | 3 | 1 | 0 | 4 |
| | **SW40082** | **Advanced Fieldwork-II** | 0 | 1 | 3 | 4 |
| **Course on Tribal Legal Studies and Tribal Rights** | | | | | | |
| | **TS-40052** | **Tribal Administration and Customary Laws** | 3 | 1 | 0 | 4 |
| | | **Total** | | | | **24** |

## Course Structure of the Postgraduate Programme-SEMESTER-III

| Course Category | Course Code | Course Title | Credits | | | Total Credit |
|---|---|---|---|---|---|---|
| | | | L | T | P | |
| Course | **RM50001** | **Research Methodology** | 3 | 1 | 0 | 4 |
| | **CA50005** | **Computer Application and Data Analysis** | 3 | 0 | 1 | 4 |
| | **RE50003** | **Research and Publication Ethics** | 2 | 0 | 0 | 2 |
| **Discipline Specific Elective (Choose Any one)** | | | | | | |
| | **SW50031**<br>**SM50031**<br>**SE50031** | **A3. Application of Social Work Intervention**<br>**B3. Social Action for Viksit Bharat**<br>**C3. Green Social Work** | 3 | 1 | 0 | 4 |
| | **SW50033**<br>**SM50033**<br>**SE50033** | **A3. Child Rights and Child Protection**<br>**B3. Marginalized Youth and Social Inclusion**<br>**C3.Integrated Social Work, Social Policy and Social Legislation** | 3 | 1 | 0 | 4 |
| **Course on Tribal Legal Studies and Tribal Rights** | | | | | | |
| | **TS50051** | **Learning through Visual Ethnography** | 3 | 0 | 1 | 4 |
| | | **Total** | | | | **22** |

## Course Structure of the PostgraduateProgramme-Semester IV

| Course Category | Course Code | Course Title | Credits | | | Total Credit |
|---|---|---|---|---|---|---|
| | | | L | T | P | |
| Course | **FD50082** | **Fieldwork and Dissertation** | | 0 | 20 | 20 |

## Course Structure -Semester-I

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **SW**40001 | Social Work – Nature and Development | 4 | 3-1-0 |
| **SW40003** | Social Movement and Action | 4 | 3-1-0 |
| **SW40005** | Social Policy and Planning | 4 | 3-1-0 |
| **SW40007** | Medical and Psychiatry Social Work | 4 | 3-1-0 |
| **SW40081** | Advanced Field Work -I | 4 | 0-1-3 |
| **TS40051** | Understanding Tribal Society | 4 | 3-1-0 |

# Social Work – Nature and Development

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40001** | **Social Work -Nature and Development** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. Analyze the historical evolution and contemporary definitions of social work, emphasizing the core values and interdisciplinary domains that shape social work education and practice in diverse contexts, including India and North-East India.
II. Evaluate the significance of fieldwork in social work education by identifying various practice domains and specializations, and assessing the methodologies for effective field recording and intervention with different populations.
III. Compare and contrast various approaches and methods of social work intervention, including clinical, critical, and community-based practices, to determine their applicability and effectiveness in addressing social issues.
IV. Explore and critically assess multiple theoretical perspectives in social work, including ecosystem, strengths, and radical frameworks, to enhance the understanding of their implications for practice and policy in social welfare.

**Course Outcomes:**

CO1: Students will demonstrate the ability to articulate key concepts, historical developments, and core values of social work, applying this knowledge to contemporary social issues in diverse cultural contexts.
CO2:Students will develop practical skills in fieldwork, effectively engaging with various populations across different practice domains, and utilizing appropriate methods for field recording and intervention.
CO3:Students will critically analyse and compare various approaches and methods of social work intervention, evaluating their effectiveness in addressing the needs of individuals, groups, and communities.
CO4:Students will integrate and apply theoretical perspectives in social work practice, utilizing frameworks such as strengths-based, ecosystem, and feminist approaches to inform their interventions and advocacy efforts.
CO5:Students will design and develop programmes considering various perspectives of social work practice

**CO–PO & PSO Mapping for the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO-1 | 3 | 3 | 2 | 2 | 2 | – | – | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO-I2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO-3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO-4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO-5 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| Average | 2.75 | 3.0 | 2.25 | 2.5 | 2.75 | 2.0 | 2.33 | 2.0 | 2.25 | 2.0 | 2.75 | 2.25 | 3.0 | 2.75 | 2.75 | 2.75 | 2.75 |

**Unit I: Concepts and Introduction** [15 Classroom Contact Hours]

- Social Work- Meaning; Evolving Global definitions and values; Historical Evolution of Social Work Practice and Education: World; India; Concepts Related to Social Work; Social Work Education-Domains: Core; Supportive; Elective and Inter Disciplinary

**Unit II: Social Work Practicum and Practice Domains** [15 Classroom Contact Hours]

- Field Work: Importance; Components; Purpose and Types of Field Recording; Practice Domains and Specialisations: Child, Youth, Family, Women & Aged, Urban and Rural Community, Indigenous and Marginalised

**Unit III: Approaches and Methods of Social Work Intervention** [15 Classroom Contact Hours]

- Clinical and Critical Approaches; Primary and Secondary Methods of Social Work: Nomenclature and Need; Social Case Work, Working with Groups, Working with Communities; Social Action, Social Work Research, Social Welfare Administration

**Unit IV: Theoretical Perspectives for Social Work Practice** [15 Classroom Contact Hours]

- General System and Ecosystem Perspectives; Strengths and Role Theory; Evidence Based Practice; Radical Social Work; Feminist and Green Social Work; Gandhian Social Work: Philosophy and Practice

**Recommended Learning Resources:**


1. Alinsky, Saul (1971). Rules for Radicals. Chicago: Knopf Doubleday Publishing Group.
2. Allan, June, Bob Pease & Linda Briskman (ed.) (2003). Critical Social Work – An Introduction to
3. Theories and Practices. Jaipur: Rawat Publications.
4. Bhanti, Raj (1996). Field Work in Social Work Perspective. New Delhi: Himanshu Publications.
5. Choudhary, D. Paul (1983). Introduction to Social Work. New Delhi: Atmaram& Sons.
6. Cox, D. &Pawar, M. (2006). International Social Work – Issues, Strategies and Programs. NewDelhi: Vistar Publications.
7. Dasgupta, S. (1967). Towards a philosophy of Social Work in India. New Delhi: Popular BookServices.
8. Desai, M. (2002). Ideologies and Social Work: Historical and Contemporary Analyses. Jaipur:Rawat Publications.
9. Dinitto, Diana, M. (2008). Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books.
10. Dominelli, L. (2004). Social Work: Theory and Practice for a Changing Profession. London: PolityPress.
11. Fink, Arthur et al. (1985). The fields of Social Work. Beverly Hills, California: Sage Publications.
12. Freire, P. (2000). Pedagogy of Oppressed. New York: Continuum.
13. Gilbert, Neil. et. al. (2002). An Introduction to Social Work Practice. New Jersey: Prentice Hall.
14. Gore, M. S. (1965). Social Work and Social Work Education, P. S. Jayasinghe, Bombay: AsiaPublication House.

15. Gore, M. S. (1993). The Social Context of Ideology, Ambedkar's Social and Political Thought. NewDelhi: Sage Publication.
16. Government of India (1987). Encyclopedia of Social Work. New Delhi: Publication Division (SocialWelfare Ministry).
17. Hepworth, Dean H (2010). Direct Social Work Practice - theory and skills (8th edition). New York: Brooks/Cole.Page 7 of 82
18. Joshi, S. C. (2004). The Handbook of Social Work. New Delhi: Akansha Publishing House.

**SDG Mapping for the Course**

| SDG No. | SDG Title | Contribution |
|---|---|---|
| SDG 1 | No Poverty | Understanding social welfare systems |
| SDG 3 | Good Health & Well-being | Practice domains (family, community) |
| SDG 5 | Gender Equality | Feminist social work |
| SDG 10 | Reduced Inequalities | Focus on marginalized groups |
| SDG 11 | Sustainable Communities | Community-based approaches |
| SDG 13 | Climate Action | Green social work |

# Social Movement and Action

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40003** | **Social Movement and Action** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I To develop a foundational understanding of social movements by exploring their definitions, nature, characteristics, and various types, including the components that constitute social movements.

II. To analyze the relationship between social movements and social change, examining different forms of social movements such as reform, revival, revolution, and counter movements, as well as factors contributing to their transformation and decline.

III. To investigate the elements of social movements, including ideology, organizational structure, leadership, and objectives, with a specific focus on understanding the origin, growth, and impact of dalit movements in India.

IV. To explore the ideological roots of Naxalism and analyze the spread and contemporary situation of the Naxalite movement in India, with a particular emphasis on understanding its causes, implications, and challenges.

**Course Outcomes:**

CO1: Students will demonstrate a comprehensive understanding of social movements, including their definitions, characteristics, and various types, enabling them to analyze and interpret different forms of collective action in society.
CO2: Students will develop the ability to critically analyze the relationship between social movements and social change, evaluating the effectiveness of different strategies employed by movements for reform, revival, and revolutionary transformation.
CO3: Students will be able to identify and assess the key elements of social movements, including ideology, organizational structure, and leadership, and will understand the role of social movements in driving social change, with a specific focus on dalit movements in India.
CO4: Students will gain insights into the ideological underpinnings of Naxalism and its implications for Indian society, and will be able to critically evaluate the spread and contemporary situation of the Naxalite movement, as well as the role of environmental

movements in India, through case studies such as the Chipko Movement and Narmada BachavoAndolan.

CO5: Students will design programmes addressing different insurgency activities by applying social work methods.

**CO–PO& PSO Mapping for the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO-I | 2 | 3 | 2 | 2 | 2 | – | – | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO-II | 2 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO-III | 3 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO-IV | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO-IV | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.5 | 3.0 | 2.0 | 2.5 | 2.75 | 2.0 | 2.0 | - | 2.0 | 2.0 | 2.75 | 2.25 | 3.0 | 2.75 | 3.0 | 2.5 | 2.75 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I Foundations of Social Movements** [15 Classroom Contact Hours]

- Introduction to the study of Social Movements; Definitions, Nature, Characteristics of social movement, Types of Social Movement & Components of Social Movement.

**Unit II Social Movements and Dynamics of Change** [15 Classroom Contact Hours]

- Social movements and social change: reform, revival, revolution; splits; counter movements; transformation and decline.

**Unit III Understanding Social Movements** [15 Classroom Contact Hours]

- Elements of Social movements; Ideology, organizational structure, Leadership and objectives of Social movements; Origin and growth of Dalits movements in India and Social Change.

**Unit IV Understanding Naxalite Movements in India** [15 Classroom Contact Hours]

- Naxalite Movements in India , Ideological roots of Naxalism; Spread and growth of the naxalite movement to other parts of the country, Contemporary situation of the Maoist movement in India.

**Recommended Learning Resources**


1. 1.Baviskar, Amita. 1995. “In the Belly of the River: Tribal conflicts over Development in the Narmada valley”, New Delhi: Oxford University Press.
2. Desai, A.R. Ed. 1979: Peasant Struggles in India, Bombay, Oxford University Press
3. Dhanagare, D.N., 1983: Peasant Movements in India 1920-1950, Delhi, OUP
4. Gadgil, Madhav and RamachandraGuha. 1994. ‘Ecological Conflicts and Environmental Movement in India’. Development and Change. 25(1): 101-136.
5. Gandhi, M.K. 1938. “Hind Swaraj”, Navjivan Trust. Ahmadabad.
6. Gore M. S., Non Brahmin Movement of Maharashtra, Segment Book Distributors, New Delhi, 1989
7. Guha, Ramachandra. 1989. “The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya”, New Delhi: Oxford University Press.
8. Guru Gopal, New Dalit Politics. In RajendraVhora and SuhasPalshikared India; Democracy, meaning and practices, New Delhi: Sage Publication, 2004.
9. Jogdand P.G. 1991, Dalit Movement in Maharashtra, New Delhi: Kanak Publications.
10. https://onlinecourses.swayam2.ac.in/cec24_hs62/preview


**SDGs Mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Analysis of social movements addressing economic inequality, marginalization, and redistribution (e.g., Dalit movements) |
| SDG 5 | Gender Equality | Understanding intersectionality and inclusion within social movements; indirect engagement with gender justice issues |
| SDG 10 | Reduced Inequalities | Core focus on marginalized communities, caste-based movements, and social justice struggles |
| SDG 11 | Sustainable Cities and Communities | Study of community-based movements and resistance to displacement (e.g., Narmada BachaoAndolan) |
| SDG 13 | Climate Action | Environmental movements like Chipko Movement highlighting ecological protection and sustainability |
| SDG 16 | Peace, Justice and Strong Institutions | Critical analysis of protest, resistance, governance, and movements like Naxalism in relation to justice and institutional structures |

# Social Policy and Planning

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40005** | **Social Policy and Planning** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. To develop a comprehensive understanding of social policy, including its definition, historical evolution, constitutional basis, and the role of various instruments in shaping policies.

II. To explore specific policies aimed at addressing the needs of marginalized groups such as Other Backward Castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs), Denotified Communities, women, children, the elderly, and persons with disabilities.

III. To compare and contrast personal laws governing marriage, divorce, minority rights, guardianship, adoption, succession, and inheritance across Hindu, Muslim, and Christian communities. Analyze the implications of these laws on individual rights and social dynamics within each community.

IV. To explore legislative responses to various social challenges, including legislation addressing issues such as prostitution, juvenile delinquency, child labor, untouchability, and disabilities. Understand the goals, provisions, and implications of these laws in addressing societal problems and promoting social inclusion and justice.

**Course Outcomes:**

CO1: The students will explain concepts related to law and fundamental rights and social justice

CO2: The students will develop awareness for eradication of traditional malpractices and social evils.

CO3: The students will influence policies and programme formulation for the disadvantaged and weaker sections of our society.

CO4: The students will demonstrate broader spectrum of personal laws and address social problems like Juvenile delinquency, prostitution, child labour etc.

CO5: The students will design and develop programmes reflecting upon effectiveness of policies especially socio-economic programmes and policies

**CO–PO & PSO Mapping for the course**

| **COs \ POs/PSOs** | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 2 | – | – | – | 2 | – | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 2 | 2 | 2 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Average | 3. | 2.75 | 2.0 | 2.5 | 2.75 | 1.0 | 1.75 | .00 | 2.0 | 1.75 | 3.00 | 2.00 | 3.00 | 2.50 | 2.75 | 3.00 | 2.75 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Descriptions**

**Unit-I Exploring Social Policy** [15 Classroom Contact Hours]

- Social Policy: Definition, need, evolution and constitutional base; Sources and instrument of social policy, policies regarding other backward castes (OBCs), Scheduled Cases (SCs), Scheduled Tribes (STs) and Denotified Communities.
- Policies and programmes for women, Children, aged and handicapped, development and implementation of programmes for weaker sections.

**Unit-II Strategic Perspectives in Social Development** [15Classroom Contact Hours]

- Social Planning, Social Development, and community planning, Need and importance.
- Planning machineries at the state & National levels; Five year plans and Social development: Concept and indicators for social change and social development in India.

**Unit-III Understanding Social Legislative Roles** [15 Classroom Contact Hours]

- Social Legislation: Definition, its roles as an instrument of social change,
- Constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy;

**Unit- IV Comparative Analysis of Personal Laws** [15 Classroom Contact Hours]

- Hindu, Muslim and Christian Personal Laws relating to Marriage, Divorce; Minority and Guardianship. Adoption, Succession and Inheritance,

**Recommended Learning Resources:**


1. Aggarwal, A. "Special Economic Zones: Revisiting the Policy Debate", Economic and Political Weekly, November 4: 4533-4536.
2. Alavi, H.D and Shanin, T. (Eds.): Introduction to the Sociology of Developing Societies, London: Macmillan, 1982.
3. Chatvervedi, A.N. 1984. Rights of the Accused under Indian Constitution. Delhi: Deep and Deep.
4. Constitution of India. 1991. Govt. of India.
5. Donnisson, D & Chapman, Valeris: Social Policy and Administration. London: George Allen and Unwin.
6. Gangrade, K. D. 1978. Social Legislation in India. New Delhi: Concept Publications.
7. Jayaram N and SatishSaberwal (eds.) Social Conflict. OUP.1996
8. Mathew, P.D. 1986. Family Courts. New Delhi: Indian Social Institute.
9. Nair, T.Krishanan (ed). 1986. Social work Education and Development of Weaker Sections Madras: Association of Schools of Social Work in India.
10. Nation Law School. 1991. Select Materials on Public Legal Education. Bangalore: National Law School of India University.
11. Velayutham, K.Shanmuga 1998. Social Legislation and Social Change. VazhgaValamudan Publishers. Chennai.


**SDGs mapping of the course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | Policies targeting weaker sections, poverty alleviation programmes |
| SDG 3 | Good Health & Well-being | Welfare policies for children, elderly, and vulnerable populations |
| SDG 5 | Gender Equality | Women-centric policies and analysis of personal laws |
| SDG 8 | Decent Work and Economic Growth | Addressing child labour and labour-related legislation |
| SDG 10 | Reduced Inequalities | Core focus on SC, ST, OBC, and marginalized communities |
| SDG 16 | Peace, Justice and Strong Institutions | Constitutional rights, legal systems, social legislation |
| SDG 4 | Quality Education | Awareness and policy literacy for social development |

# Medical and Psychiatry Social Work

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40007** | **Medical and Psychiatry Social Work** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. To develop a comprehensive understanding of the concept of health, including its various dimensions such as physical, mental, social, cultural, and spiritual aspects, and recognize the interdependence of these dimensions and explore the changing concept of health and learn basic rules for healthy living.

II. To gain insight into the field of medical and psychiatric social work, including its concept, definition, scope, and historical background, both in India and internationally

III. To examine the role of psychiatric social workers in various mental health settings and institutions, including clinical and non-clinical settings, and understand their functions at micro, macro, and meso levels.

IV. To explore settings and initiatives aimed at enhancing mental health and well-being, including psychiatric rehabilitation centers and child and adolescent guidance centers

**Course Outcomes:**

CO1: The students will demonstrate integrated approach in addressing various mental health issues in disability settings

CO2: The students will develop understanding and infer different mental health issues

CO3: The students will experiment on medical and psychiatric social work in different health service settings

CO4: The students will incorporate social work methods and practice in field of psychiatric social work

CO5: The students will design and develop community based health programmes and awareness building on health and hygiene in local communities.

**CO–PO & PSO Mapping for the course**

| COs \ POs/PSOs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Average | 3.0 | 3.00 | 2.5 | 2.25 | 2.75 | 2.0 | 2.5 | 1.0 | 2.5 | 2.25 | 3.0 | 2.25 | 3.0 | 3.0 | 2.25 | 3.0 | 3.0 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I: Concept of Health** [15 Classroom Contact Hours]

- Concept of Health: Dimensions of Health-Physical, Mental, Social, Cultural Spiritual, Inter-dependence of all Dimensions of Health;Changing Concept of Health, and Basic Rules for Healthy Living

**Unit –II: Concept of Medical &Psychiatric Social Work** [15 Classroom Contact Hours]

- Psychiatric Social Work – Concept, Definition, Meaning, Scope. Mental Hygiene movement - History of Psychiatric Social Work in India and Abroad, Evaluation of Professional training and facilities for Psychiatric Social Work in India. Problems of psychiatric patients during pre-hospital, post hospital phase – patient, family and community perspective.

- 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.

**Unit-III: Mental health and disability settings** [15 Classroom Contact Hours]

- Mental Hospitals, Psychiatric Units in Govt, Pvt Hospitals and Medical Colleges, Psychiatric Clinics, Counseling and Psychotherapy Centres, Drug and De Addiction Centres

**Unit-IV: Policies and Mental Health Programme** [15 Classroom Contact Hours]

- Alma Ata Declarations , UNCRC & UNCRPD; National Rural Health Mission, National Urban Health Mission, National Health Policy, National Mental Health Programme (NMHP), District Mental Health Programme (DMHP), National Mental Health Policy

**Recommended Learning Resources:**


1. Singh, Surendra and Misra, P.D. Health and Diseases: Dynamics and Dimensions.
2. Goldstein, D. : Expanding Horizons in Medical Social Work.
3. Goldstein, D. : Readings in the Theory & Practice in Medical Social work.
4. Lowiey : Psychiatry for Social Workers.
5. Misra, J.G. : Stress and Health.
6. Jaggi, O.P. : Mental Tension and the Causes
7. Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
8. Dorroh, T L (1974) Between Patient and Health worker, New York, McGraw Hill
9. Mane.P&Gandevia Y.K. (1995), Mental Health in India – Issues and Concerns, Bombay, TISS.
10. Turner, J F,(1993) Differential Diagnosis and Treatment in Social Work, New York, Free Press.
11. Verma, Rattan, (1991), Psychiatric Social Work in India, New Delhi, Sage Publication
12. **https://onlinecourses.swayam2.ac.in/cec24_ed28/preview**
13. **https://onlinecourses.swayam2.ac.in/imb24_mg40/preview**
14. **https://onlinecourses.nptel.ac.in/noc24_ge44/preview**


**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Core focus on mental health, psychiatric care, rehabilitation |
| **SDG 5** | Gender Equality | Addressing gender disparities in mental health access |
| **SDG 10** | Reduced Inequalities | Focus on vulnerable groups and mental health inclusion |
| **SDG 16** | Peace, Justice and Strong Institutions | Mental health policies, rights-based approach |
| **SDG 4** | Quality Education | Awareness and professional training in mental health |

# Advanced Fieldwork-I

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SW40081 | **Advanced Fieldwork-I** | 4 | 0 | 1 | 3 |

**Course Objectives**

I. To offer purposeful learning experience to students through interaction with life situations under supervisory guidance for professional growth in terms of knowledge, skills and attitudes.

II. To foster attitudes in the student towards professional self-development and increasing self-awareness.
III. To integrate classroom learning with field practice for the effective application of theoretical knowledge in real-life professional settings.
IV. To develop students' problem-solving skills through the identification, analysis, and resolution of issues encountered in field practice.

**Course Objectives**

**CO1:** Demonstrate professional knowledge, skills, and attitudes by applying classroom learning to real-life situations under supervised field practice.
**CO2:** Develop professional self-awareness and engage in continuous self-development through reflective learning and supervised practice.

**CO3:** Integrate theoretical concepts with field-based experiences to address practical social work/professional situations effectively.

**CO4:** Analyze client, community, or organizational problems and apply appropriate problem-solving strategies in field settings.

**CO5:** Exhibit ethical, professional, and interpersonal competencies while working collaboratively with individuals, groups, and communities during field practice.

**CO–PO & PSO Mapping Table for the Course**

| COs \ POs/PSOs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.6 | 2.8 | 2.8 | 2.4 | 2.4 | 2.0 | 2.4 | 3.0 | 3.0 | 2.4 | 2.8 | 2.8 | 2.4 | 3.0 | 3.0 |

**Advanced Orientation to Field Work**

- Provide in-depth orientation to advanced practice roles, specialized settings (clinical, community, policy, corporate, NGOs), and expectations for independent, accountable practice, including use of supervision and documentation standards.
- Emphasize advanced ethical decision-making, boundary management, use of self, and integration of research, policy, and intervention models in field practice.

**Virtual Field Practice**

- Introduce students to the scope, principles, and ethical considerations of virtual/remote fieldwork, including confidentiality, informed consent, digital safety, and boundaries in online engagement with clients and communities.
- Develop competencies in using digital platforms (video conferencing, messaging apps, and collaborative tools) for assessment, intervention, documentation, and supervision in social work settings.
- Engage students in simulated and real virtual practice tasks such as online interviews, tele-counselling role plays, virtual group sessions, and remote community mobilisation activities, with structured supervision and feedback.

**Programme and Management**

- Require students to present practice situations, engage in critical dialogue, and prepare analytical reflection notes linking these interactions to theory, methods, and their own field responsibilities.
- Engage students in developing context-specific communication plans and media products (print, digital, community media) for ongoing field projects, followed by structured feedback from faculty, practitioners, and peers.

Students will undergo immersion cum fieldwork and hands-on training on virtual field practices and activities, Afterwards they will develop and submit 2 to 4 reports on community development particularly the community they engage in offline/offline mode; Submission of such reports by scholars is required for course completion.

**SDG Mapping of the Course**

| SDG No. | SDG Title | Contribution |
|---|---|---|
| SDG 1 | No Poverty | working with marginalized groups, livelihoods, social protection. |
| SDG3 | Good Health and Well-being | Support psychosocial support, health services linkages, community well-being |

| | | |
|---|---|---|
| SDG 10 | Reduced Inequalities | Work on inclusion, equity; work with vulnerable and excluded populations. |
| SDG 11 | Sustainable Cities and Communities | Engage in community development, urban/rural service systems, institutions. |
| SDG 17 | Partnerships for the Goals | collaboration with agencies, stakeholders, field supervisors |
| SDG 16 | Peace, Justice and Strong Institutions | Engage in rights-based practice, working with agencies, governance, ethical conduct |

# Understanding Tribal Society

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **TS40051** | **Understanding Tribal Society** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. To make students develop the right conceptual understanding about tribal society and its socio-cultural practices along with issues and challenges encountered by the tribes and familiarize them with different tribal institutions and organizations working for welfare and development.

**Course Outcomes**

CO-1. Identify the tribes and tribal development issues and bring development.

CO-2. Study life by identifying effective strategies for the economic and social impact of the tribes.

CO-3. Design programmes for tribes and bring awareness about facilities and opportunities for their development.

CO-4. Explain the basics of tribal society and institutions and organizations in India.

CO-5.. Study about tribal diasporas such as tribal art, language and ethnicity.

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO-2** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| **CO-5** | 3 | 3 | 2 | 2 | 2 | 2 | 2 | – | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **Average** | 3.00 | 3.00 | 2.20 | 2.40 | 2.60 | 2.00 | 2.20 | 0.00 | 2.20 | 2.20 | 2.80 | 2.60 | 2.40 | 3.00 | 3.00 | 3.00 | 2.60 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I: Concepts and Typology of Tribes** [15 Classroom Contact Hours]

- Tribe: Meaning and origin of the concept; Characteristics of Tribe; Scheduled Tribes; Nomadic Tribes; Particularly Vulnerable Tribal Groups (PVTGs);Denitrified Tribes in India.
- Classification and distribution of Indian Tribes: Geographical, Linguistic, Racial and Economic

**Unit II: Tribal Institutions and organizations** [15 Classroom Contact Hours]

- Tribal Institutions and organizations: Family, Marriage, Kinship, Youth, Dormitory, Tribal Women.
- Patterns of Subsistence: Food gathering and hunting, Shifting Cultivation, Nomadic living, Peasants, Settled agriculturists and Artisans.
- Mode of economic exchange: Gift, Barter and money; Impact of market and industries on tribal economy.

**Unit III: Tribal Religion &Culture** [15 Classroom Contact Hours]

- Tribal culture and religion, Magic and Science.
- Tribal beliefs about the universe, nature, ancestors, ecological knowledge, and traditional systems,
- Rituals, Shamanism, and Healing Practices in Tribal Societies.

**Unit IV: Tribal Literature, Art and Craft** [15 Classroom Contact Hours]

- Reading major tribal ethnographies on Indian tribes: Bhil, Santal, Gond, Munda, Bonda, Lodha, Juang, Khond, Naga, Mishmi, Baiga, Jarwa, Onge etc.
- Tribal art and craft: Different forms of art, painting and crafts of Indian tribes.

**Recommended Learning Resources:**


1. Baviskar, Amita 1995. In the belly of the river: Tribal conflicts over development in the Narmada valley. New Delhi: Oxford University Press.
2. Beteille, Andre 1998. “The idea of indigenous people”, Current Anthropology, 39(2): 187-91.
3. Frazer, Sir James George 2002 [1890]. The Golden Bough. London: Dover Publications (Abridged edition).
4. Furer-Haimendorf, C. von 1982.Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.
5. Guha, Ranajit 1983. (ed) Subaltern Studies II: Writings on South Asian history and society. Delhi: Oxford University Press.
6. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.
7. Hasnain, Nadeem, 1994. Tribal India. Delhi: PalakaPrakashan.
8. Haviland, William A. et.al. 2016. Cultural Anthropology: The Human

Challenge, 15th Edition. Boston, Massachusetts : Wadsworth Publishing.

9. Kuper, Adam 1988. The Invention of Primitive Society: Transformations of an Illusion. London: Routledge.
10. Kuper, Adam, 2003. "The return of the native", Current Anthropology, 44(3): 389-402.
11. Mohanty, Gopinath 1987.Paraja. [Originally published in Oriya. Translated to English by Bikram K. Das]. Delhi: Oxford University Press.
12. Nanda, Bikram Narayan 1994. Counters of Continuity and Change: The Story of the Bonda Highlanders. New Delhi: Sage Publications.
13. Padel, Felix 2009. Sacrificing people: Invasions of a tribal landscape. New Delhi: Orient Blackswan.
14. Pandey, Gyanendra 2006. "The subaltern as subaltern citizen", Economic and Political Weekly, 41 (46): 4735-41.
15. Patnaik, S.M (2007). Indian Tribes and the Mainstream. (ed.) Jaipur: Rawat Publications.
16. Pfeffer, Georg and Behera, D.K. Contemporary Society: Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
17. Pfeffer, Georg. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: NISWAS
18. Radhakrishna, Meena, 2016. First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press.
19. Russall, R.V. and R.B. Hiralal 1916. Tribes and castes of the central provinces of India (2 vols). London: Macmillan and Co.
20. Singh, K.S. 1985. Tribal society in India: An anthropological perspective. New Delhi: Manohar Publications. Sathyapalan, Jyothis & M. Gopinath Reddy, 2010.

**SDGs Mapping of this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 1** | No Poverty | Tribal development and livelihood understanding |
| **SDG 4** | Quality Education | Indigenous knowledge and tribal ethnography |
| **SDG 10** | Reduced Inequalities | Inclusion and empowerment of tribal communities |
| **SDG 11** | Sustainable Cities & Communities | Preservation of tribal culture and heritage |
| **SDG 15** | Life on Land | Tribal ecological practices and biodiversity conservation |

**Course Structure Semester-II**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **SW40002** | **Digital Space in Social Work** | 4 | 3-1-0 |
| **SW40004** | **Advance Theory of Social Work** | 4 | 3-1-0 |
| **SW40032**<br>**SM40032**<br>**SE40032** | **A1. NGO Management**<br>**B1. Disaster, Crisis and Intervention**<br>**C1. Population Dynamics and Gender Issues** | 4 | 3-1-0 |
| **SW40034**<br>**SM40034**<br>**SE40034** | **A2. School Social Work**<br>**B2. Counseling Theory and Practice**<br>**C1. Tribal Social Work Practice** | 4 | 3-1-0 |
| **SW40082** | **Advanced Fieldwork-II** | **4** | **0-1-3** |
| **TS-40052** | **Tribal Administration and Customary Laws** | 4 | 3-1-0 |

# Digital Space in Social Work

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40002** | **Digital Space in Social Work** | **4** | 3 | 1 | 0 |

**Course objectives**

I. Prepare students for competent and effective digital tools for social work practice with diverse client systems.

II. Provide students with a foundation of knowledge for technological and professional development, graduate education and lifelong learning

III. Familiarize students with the profession of social work and its new practices.

IV. Develop student capability in technologies to improve human service delivery systems and promote social justice

**Course Outcomes:**

CO1: Students will effectively utilize technology for communication, assessment, intervention, and documentation in different social work contexts.
CO2: Students will become familiar with the evolving landscape of social work practice, including new practices facilitated by technology.
CO3: Students will develop competence in utilizing technology to enhance human service delivery systems and advance social justice goals.
CO4: Students will demonstrate the ability to leverage technology for advocacy, activism, and the promotion of equitable access to services for marginalized populations.

CO5: Students will design and develop different digital tools for customized and engage in web activities programmes for welfare of different societies and engage in web activities for advocacy and reform..

**CO- PO & PSO Mapping of the course: SW 4002**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO | PSO | PSO | PSO | PSO |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-2** | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO-3** | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 2.5 | 3.0 | 2.5 | 2.75 | 2.75 | 2.0 | 2.5 | 3.0 | 2.25 | 2.50 | 3.00 | 2.50 | 3.00 | 3.00 | 2.75 | 2.75 | 3.00 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Introduction to Digital Tools in Social Work Practice** [15 Classroom Contact Hours]

- Understanding the role of digital tools in social work practice; Exploring diverse digital tools for communication, assessment, and intervention

**Unit II: Foundations of Technological and Professional Development** [15 Classroom Contact Hours]

- Understanding the importance of professional development in keeping up with technological advancements; Building a foundation of knowledge for technological advancements in social work

**Unit III: Evolution of Social Work Practice and New Practices** [15 Classroom Contact Hours]

- Tracing the historical evolution of social work practice and its adaptation to technological advancements; Examining new practices in social work, including, online support groups, and digital advocacy

**Unit IV: Technology for Human Service Delivery and Social Justi**ce [15 Classroom Contact Hours]

- Exploring the role of technology in improving human service delivery systems; Analyzing how technology can be leveraged to promote social justice and equity; technology as a tool for advocacy and activism

**Recommended Learning Resources:**


1. DiNitto, D. M., &McNeece, C. A. (2020). Social work: Issues and opportunities in a challenging profession (5th ed.). Pearson.
2. Healy, L. M. (2014). International social work: Professional action in an interdependent world. Oxford University Press.
3. McAuley, C., & Dubois, B. (2019). Using technology to promote social justice and social change: A practical guide for social workers. Oxford University Press.

4. Reamer, F. G. (2018). Social work in a digital age: Ethical and risk management challenges. Oxford University Press.
5. Ritter, K. Y., &Tenorio, K. A. (2020). Digital social work: Tools for practice with individuals, organizations, and communities. Oxford University Press.
6. Roberts, A. R., & Yeager, K. R. (2019). Crisis intervention handbook: Assessment, treatment, and research (4th ed.). Oxford University Press.
7. Saleebey, D. (2019). The strengths perspective in social work practice (7th ed.). Pearson.
8. Thyer, B. A. (Ed.). (2017). The handbook of social work research methods (2nd ed.). Sage Publications.
9. Turner, F. J. (2018). Social work treatment: Interlocking theoretical approaches (6th ed.). Oxford University Press.
10. Zastrow, C. H., &Kirst-Ashman, K. K. (2018). Understanding human behavior and the social environment (11th ed.). Cengage Learning.
11. https://onlinecourses.nptel.ac.in/noc24_hs147/preview

12. https://onlinecourses.swayam2.ac.in/nou24_ge56/preview

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Promotes digital literacy and lifelong learning |
| **SDG 5** | Gender Equality | Addresses digital divide and access disparities |
| **SDG 9** | Industry, Innovation & Infrastructure | Use of technology in service delivery systems |
| **SDG 10** | Reduced Inequalities | Digital inclusion for marginalized populations |
| **SDG 16** | Peace, Justice and Strong Institutions | Technology for advocacy, transparency, and governance |

# Advance Theory of Social Work

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40004** | **Advance Theory of Social Work** | **4** | 3 | 1 | 0 |

**Course Objectives**

I. Analyze the diverse global and indigenous definitions of social work, emphasizing its evolution as a profession and its relevance in addressing contemporary social issues
II. Evaluate key social work theories, including psychodynamic, learning, system, and conflict theories, and their application in understanding and addressing social challenges
III. Critically assess the contributions of theorists such as Antonio Gramsci, Michel Foucault, Paulo Freire, and Johan Galtung to social work practice and theory, particularly in relation to power dynamics and social justice
IV. Explore the influence of indigenous thinkers like Mahatma Gandhi, B.R. Ambedkar, and Sri Aurobindo on social work practices in India, focusing on concepts of empowerment, education, and social reform

**Course Outcomes:**

CO1: Students will demonstrate an understanding of the various definitions and frameworks of social work, articulating the significance of cultural and global perspectives in shaping social work practice.
CO2: Students will be able to analyse and compare major social work theories, applying them to real-world scenarios to inform effective practice and intervention strategies.
CO3: Students will critically engage with the works of key theorists, demonstrating how concepts of power, language, and social justice inform contemporary social work practices and policies.
CO4: Students will evaluate the contributions of indigenous leaders and their philosophies, integrating these insights into social work practice to promote culturally relevant and socially just approaches in India.

CO5: Students will design activities applying and synthesizing theories of different disciplines for applying in real social settings for human development.

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO-1 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO-2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO-3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO-4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

| CO-5 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Average | 3.00 | 3.00 | 2.00 | 3.00 | 2.75 | 2.00 | 2.00 | 0.00 | 2.00 | 2.00 | 3.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.75 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I: Debating Social Work** [15 Classroom Contact Hours]

- Social Work as a Profession; Global Definition of Social Work; International Social Work; Indigenous Social Work

**Unit-II: Development of Social Work Theories** [15 Classroom Contact Hours**]**

- Psychodynamic Theories; Learning Theories; System Theories; Conflict Theories

**Unit-III: Selected Theorists and Social Work** [15 Classroom Contact Hours]

- Antonio Gramsci: Language, Hegemony and Common Sense; Michel Foucault: Knowledge and Power; Paulo Freire: Pedagogy of the Oppressed and Conscientization; Johan Galtung: Direct, Structural and Cultural violence

**Unit-IV: Indigenous Knowledge and Social Work** [15 Classroom Contact Hours]

- Mahatma Gandhi, Satyagraha and Gram Swaraj; B R Ambedkar and Annihilation of Caste; Sri Aravinda and Modern Education; Selected Literature of Gopabandhu Das and GopinathMohanty

**Recommended Learning Resources**


1. Banks, S. (2016). *Ethics and values in social work*. Macmillan International Higher Education.
2. Briskman, L., Pease, B., &Pettitt, B. (2020). *Social work in a global context*. Palgrave Macmillan.
3. Dominelli, L. (2017). *Social work: Theory and practice for a changing profession*. Macmillan International Higher Education.
4. Foucault, M. (2008). *The birth of biopolitics: Michel Foucault's lectures at the Collège de France on neo-liberal governmentality*. In A. I. O. McCarthy & E. C. G. Musallam (Eds.), The Birth of Biopolitics (pp. 3-48). Palgrave Macmillan.
5. Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Publishing.
6. Galtung, J. (2016). *Peace by peaceful means: Peace and conflict, development and civilization*. SAGE Publications.
7. Gandhi, M. K. (2018). *Hind Swaraj or Indian Home Rule*. CreateSpace Independent Publishing Platform.
8. Gramsci, A. (2017). *Selections from the Prison Notebooks*. International Publishers Co.
9. Patel, L. (2021). *Social work in India: Perspectives and practices*. SAGE Publications.

10. Roy, A. (2019). *The social work approach to justice: A global perspective*. Routledge.
11. Scourfield, J. (2019). *Social work and social theory: Making connections*. Policy Press.
12. Young, I. M. (2011). *Justice and the Politics of Difference*. Princeton University Press.
13. Zastrow, C., &Kirst-Ashman, K. K. (2016). *Understanding human behavior and the social environment*. Cengage Learning

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 4 | Quality Education | Critical pedagogy (Freire), theoretical knowledge development |
| SDG 5 | Gender Equality | Feminist and conflict perspectives (implicit) |
| SDG 10 | Reduced Inequalities | Core focus on caste, class, power structures |
| SDG 16 | Peace, Justice and Strong Institutions | Justice, rights, social transformation (Galtung, Ambedkar) |
| SDG 1 | No Poverty | Structural understanding of inequality and marginalization |

# NGO Management

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40032** | **NGO Management** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. Enhance the skills of student regarding the basic concept of NGO management

II. Enable to appreciate the role of management in solving the problems of NGOs a

III. Internalize the importance of governance and leadership in managing the NGOs effectively

IV. Familiarize students for setting establishment and contribute to developmental sector

**Course Outcomes**

CO1: Summarize basic managerial concepts of NGOs to the students.
CO2: Elaborate the role of management at various levels of programme execution by NGO.
CO3: Recall registration process of Non-governmental organization
CO4: Emphasize on the under privileged in areas like health, education, social services and community development.
CO5: Evaluate problems faced by NGOs and imbibe the role of management in solving the problems of NGOs.

**CO- PO & PSO Mapping of the course: SW40032**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| **CO2** | 2 | 3 | 2 | 2 | 3 | – | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO3** | 2 | 3 | 1 | 2 | 2 | – | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 | – | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 2.40 | 3.00 | 1.80 | 2.20 | 2.60 | 0.40 | 2.60 | 2.00 | 2.00 | 2.60 | 2.80 | 2.00 | 3.00 | 2.60 | 2.40 | 2.60 | 2.60 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I: Concept of management** [15 Classroom Contact Hours]

- Management: Definition, Nature, Scope & Significance; Functions & Principles of Management;
- Role of a Manager and Managerial Skills

**Unit-II: Concept of Organization** [15 Classroom Contact Hours]

- Definition, Nature, Types & Structure; Leadership: Definition, Objectives,
- Motivation: Definition, Types & Significance ,NGOs, Civil Society and PRI

**Unit-III: Concept of NGO** [15 Classroom Contact Hours]

- Definition, Concept, Objectives & Types,
- Genesis and Present Status of NGOs, History of NGOs and Civil Society in India, Role of NGOs and Civil Society for NGO's Support

**Unit-IV: Registration** [15 Classroom Contact Hours]

- Different ways of registration of non- governmental organizations under relevant laws
- Firms and Societies Act, Co-operative Society Act and Charitable Trust Act- salient features, provisions and limitations; registrations, process and procedures, constitutions, rules and regulations, goals; executive boards and committees.
- FCRA

**Recommended Learning Resources**


1. Steven A. Finkler*, Financial Management for Public, Health, and Not-for-Profit Organizations*, Prentice Hall, Second Edition 2005 (used in P11.1021 core finance course)
2. Dropkin and Hayden, *The Cash Flow Management Book for Nonprofits*Jossey Bass, 2001
3. Lewis, David. 2007. The Management of Non-Governmental Development Organizations, second edition. New York: Routledge.
4. Edwards, M. and Fowler, A. (2003) the Earthscan Reader onNGOManagementLondon:Earthscan Publications, Ltd.
5. Harvey Maylor, *Project Management,* Pearson Education, New Delhi, 2nd Edition.
6. Prasanna Chandra, *Projects: Planning, Analysis, Selection, Implementation & Review,* Tata McGraw-Hill Publishing Company Ltd., New Delhi, 6th Edition.
7. United Nations Industrial Development Organisation, *Guide to Practical Project Appraisal – Social Benefit Cost Analysis in Developing Countries,* Oxford & IBH.
8. Jack R. Meredith, *Project Management: A Managerial Approach,* Wiley Publications, 1st Edition.

9. E-Commerce: Business, Technology, Society, Second Edition by Kenneth C. Laudon, Carol GuercioTraver , Addison Wesley Publishing Company, 2nd edition ,2003.

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| SDG 1 | No Poverty | NGO interventions in poverty alleviation |
| SDG 4 | Quality Education | NGOs in education and awareness programmes |
| SDG 5 | Gender Equality | NGOs working for women empowerment |
| SDG 10 | Reduced Inequalities | Focus on marginalized and disadvantaged groups |
| SDG 16 | Peace, Justice and Strong Institutions | Governance, accountability, institutional development |
| SDG 17 | Partnerships for the Goals | NGO collaboration with government and civil society |

# Disaster, Crisis and Intervention

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SM40032** | **Disaster, Crisis and Intervention** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. To examine various disaster and crisis situations and the range of significance they may have on the individual, family, and community systems.

II. To examine their use of self and social work ethics in working with vulnerable clients in times of crisis.

III. To critically review the intervention on practice and the importance of designing client specific services that incorporates best practices

IV. To promote an understanding of the impact of working in crisis intervention and the importance of safety and self-care for professionals.

**Course Outcomes:**

CO1: Students will demonstrate knowledge of disaster and crisis theoretical perspective and appropriate assessment and intervention strategies.
CO2: Students will establish relationships quickly across a diverse group of people and establish intervention plans that take pre-crisis forms of chronic stress into consideration.
CO3: Students will demonstrate the ability to communicate in oral and written formats at the level expected for professional social workers interacting within a diverse group of colleagues and community members
CO4: Articulate the knowledge and skills required for use of self in crisis intervention, in addition to demonstrating the use of self with diverse client populations and the role of social work values and ethics in crisis intervention planning and intervention.

CO5: Students will actively develop interventions and participate in disaster management activities in times of different crises across the societies.

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO-2** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.50 | 2.25 | 3.00 | 2.00 | 2.50 | 0.00 | 2.00 | 2.00 | 3.00 | 2.25 | 3.00 | 3.00 | 2.25 | 3.00 | 3.00 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I Concept of Developmental and Situational Crisis** [15 Classroom Contact Hours]

- Definition and characteristics; Types of Developmental Crises; Psychological and emotional responses to situational crises

**Unit-II Coping Mechanisms and Intervention Strategies** [15 Classroom Contact Hours**]**

- Individual coping strategies for managing crises; Community and organizational responses to crises; Governmental and institutional interventions for crisis management

**Unit-III Intervention Techniques for Various Phases and Types of Crisis** [15 Classroom Contact Hours**]**

- Definition and goals of crisis intervention; Role of crisis intervention in mental health and social work contexts; Brief overview of different crisis intervention models (e.g., ABC Model, Six-Step Model);
- Crisis Intervention Techniques: Active listening and empathy-building skills, De-escalation strategies for managing acute crisis situations', Problem-solving and decision-making techniques

**Unit-IV Crisis Intervention with Diverse and Vulnerable Groups** [15 Classroom Contact Hours]

- Recognizing and respecting cultural differences in crisis response; Addressing cultural barriers to seeking help; Incorporating cultural humility into crisis intervention practice

**Recommended Learning Resources:**


1. Caplan, G. (1961). An approach to community mental health. Grune& Stratton.
2. EverlyJr, G. S., &Lating, J. M. (2017). A clinical guide to the treatment of the human stress response. Springer.
3. James, R. K., & Gilliland, B. E. (2017). Crisis intervention strategies (8th ed.). Cengage Learning.

4. Kanel, K. (2014). A guide to crisis intervention. Cengage Learning.
5. Kitchener, B. A. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. The Counseling Psychologist, 12(3), 43-55.
6. Roberts, A. R., & Yeager, K. R. (2009). Foundations of evidence-based social work practice. Oxford University Press.
7. Roberts, A. R., & Yeager, K. R. (2019). Crisis intervention handbook: Assessment, treatment, and research (4th ed.). Oxford University Press.
8. Roberts, A. R., & Yeager, K. R. (Eds.). (2017). Evidence-based practice manual: Research and outcome measures in health and human services. Oxford University Press.
9. Sellman, D. (2017). Developing a professional identity: A grounded theory of crisis workers. Social Work, 62(3), 281-290.
10. Thorne, S. E. (2016). Interpretive description: Qualitative research for applied practice. Routledge.

https://onlinecourses.swayam2.ac.in/cec24_hs83/preview

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Mental health support during crises and disasters |
| **SDG 10** | Reduced Inequalities | Focus on vulnerable and marginalized populations |
| **SDG 11** | Sustainable Cities and Communities | Disaster preparedness and community resilience |
| **SDG 13** | Climate Action | Understanding disaster impacts and environmental crises |
| **SDG 16** | Peace, Justice and Strong Institutions | Crisis governance, institutional response, humanitarian ethics |

# Population Dynamics and Gender Issues

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SE40032** | **Population Dynamics and Gender Issues** | **4** | 3 | 1 | 0 |

**Course Objectives**

I. To understand the concepts, relevance, definitions, and measurement techniques related to environment and population growth, and to analyze the interrelationship between population growth, environment, and sustainable development, with a focus on India.

II. To explore the socioeconomic impacts of population growth, including its implications on water availability, food supply, sanitation, housing, employment, health, and education, and to assess these impacts within the context of India.

III. To examine concepts and various types of migration, as well as the phenomenon of urbanization, including definitions, trends, and patterns of urbanization in India.

IV. To delve into fundamental concepts related to sex and gender, including the social construction of gender, femininity, masculinity, and patriarchy, and to engage in the equality and difference debate.

**Course Outcomes:**

CO1: Students will be able to demonstrate a comprehensive understanding of the complex interrelationship between population growth, environment, and sustainable development, particularly within the context of India, and will be able to apply this understanding to real-world scenarios.

CO2:Students will gain insight into the multifaceted socioeconomic impacts of population growth, including its effects on key sectors such as water, food, sanitation, housing, employment, health, and education, and will be able to critically analyze these implications within the Indian context.

CO3:Students will acquire knowledge about various types of migration and urbanization, including trends and patterns observed in India, and will be able to analyze the drivers and consequences of these phenomena.

CO4:Students will be equipped with the skills necessary to develop gender mainstreaming strategies and action plans, including the identification of gender-sensitive indicators and logical frameworks.

CO5: :Students will design different survey tools and apply them in different settings measuring diverse phenomena in the societies.

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO-1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO-2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO-3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO-4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO-5 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 2.25 | 3.00 | 2.00 | 2.25 | 3.00 | 2.00 | 2.00 | 0.00 | 2.00 | 2.00 | 3.00 | 2.75 | 3.00 | 3.00 | 2.25 | 3.00 | 3.00 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

## Unit I: Environment and Population Growth [15 Classroom Contact Hours]

- Concepts, relevance, definitions, measurement. The interrelationship between population growth, environment, and sustainable development with special Recommended Learning Resources to India.

## Unit II: Population Growth and Socioeconomic Impacts [15 Classroom Contact Hours]

- Implications of population growth on water, food supply, sanitation, housing, employment, and health, education, etc.

**Unit III: Fundamental Concept**: [15 Classroom Contact Hours]

- Sex and Gender, Social Construction of Gender, Femininity and Masculinity. Understanding Patriarchy -Equality and Difference Debate

**Unit IV: Gender Mainstreaming** [15 Classroom Contact Hours]

- Definition and Strategies of Gender Mainstreaming. Difficulties Accompanying Mainstreaming. Developing Gender Equality Action Plan, Gender Sensitive Indicators and Logical Framework.

**Recommended Learning Resources:**


1. Mary E John, (2008). “Women’s Studies in India: A Reader”. Penguin Books, India
2. Maithreyi Krishna Raj. (1986). “Women Studies in India: Some Perspectives”. PopularPrakasham, Bombay.

3. Amy S. Wharton. (2005). “The Sociology of Gender: An Introduction to Theory andResearch”. (KeyThemes in Sociology) Blackwell Publishing, UK, Indian Reprint,KilasoBooks, New Delhi.
4. Jasbir Jain (Ed). (2005). “Women in Patriarchy: Cross Cultural”. RawatPublications,Jaipur.
5. Lerner, Gerda. (1986). “The Creation of Patriarchy”. Oxford University Press, NewDelhi.
6. SharmilaRege, (Ed.). (2003). “Sociology of Gender: The Challenge of Feminist
7. Sociological Knowledge”. Sage, New Delhi.
8. Ashish (2001), Population of India: 2001 Census Results and Methodology, B. R. PublishingCorporation, Delhi.
9. Agarwala, S. N. (1981), India`s Population Problems, Tata McGraw Hill, New Delhi.
10. Bhende, A. and T. Kanitkar (2019), Principles of Population Studies, Himalaya PublishingHouse, Mumbai.
11. Bloom, D.E., D. Canning, et.al. (2002): The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change. Santa Monica, CA, RANDBogue, Donald J. (1969), Principles of Demography, John Wiley and Sons Inc., New York. https://onlinecourses.swayam2.ac.in/nou24_hs68/preview

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Population impact on health systems |
| **SDG 4** | Quality Education | Awareness and gender-sensitive education |
| **SDG 5** | Gender Equality | Core focus on gender, patriarchy, equality |
| **SDG 10** | Reduced Inequalities | Gender justice and social inclusion |
| **SDG 11** | Sustainable Cities and Communities | Urbanization and migration |
| **SDG 13** | Climate Action | Population and environmental sustainability |

# School Social Work

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| **SW40034** | **School Social Work** | **4** | 3 | 1 | 0 |

**Course Objectives:**

I. Facilitate students to develop competence on application of social work methods in school setups

II. Make students well acquainted with different framework of schooling services to cater to the needs of the students

III. Get them familiarized with different schemes, policies and programmes in school for student development.

**Course Outcomes:**

CO1: Develop professional outlook into social work practices in school.
CO2: Assess scope to learn skills required for providing dynamic assistance to school system, aspects curriculum formulation
CO3: Develop insight into learning theory and issues of justice within the broad educational framework.
CO4: Familiarize with knowhow for dealing with student and school environment vulnerabilities with social work competence.
CO5: Design and execute programmes for resolving behavioural and learning difficulties of the students by professional

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 2 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 2 | 2 | 3 | – | 3 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-3** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 2 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.20 | 2.40 | 2.80 | 0.40 | 2.40 | 0.00 | 2.00 | 2.20 | 3.00 | 2.00 | 3.00 | 2.80 | 2.40 | 3.00 | 2.80 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

## Course Description

**Unit-I. Foundations of School Social Work** [15 Classroom Contact Hours]

- Conceptual framework for social work practices in school. Professionalization of social work in India.
- School social worker's role and functions, Historical perspective, Distinguish roles and functions of other disciplines and their interface with social workers.

**Unit-II. Theoretical Perspectives, Practice Skills, and Social Justice in School Social Work:** [15 Classroom Contact Hours]

- Conceptual Perspectives: social learning theory, general systems theory and ecological perspectives. Skills required for competent school social work practice.
- Social Justice Issues in School: dealing with stereotype, biases and discrimination

**Unit-III. School Social Work Interventions for Students, Teachers, and Families** [15 Classroom Contact Hours]

- The Role of the Social Worker in dealing with social and behavioural problems of the students (depression, aggression, trauma, substance abuse).
- The role of social workers in providing services to teachers (teachers training, teaching stress) and family (providing parent support, consultation, family programming).

**Unit-IV. School Social Work with Vulnerable Populations: Policies, Laws, and Educational Frameworks:**[15 Classroom Contact Hours]

- Intervention for vulnerable populations i.e., challenged children, SC/ST and Minorities, Policy and Law Affecting School Social Work with Vulnerable Populations.
- Legal and organizational context for education, commission for protection of Child Rights Act 2005, National Policy on Education, National Curriculum for school education, Right to Education Act.

## Recommended Learning Resources


1. Kelly, M. S. (2008). The domains and demands of school social work practice. New York: Oxford University Press.
2. Frey, A. &Dupper. D. (2005). A broader conceptual approach to clinical practice for the 21st century. Children & Schools, 27, 33-44.
3. Kelly, M.S. &Lueck, C. (2011). Adopting a data-driven public health framework in schools: Results from a multi-disciplinary survey on school-based mental health practice. Advances in School Mental Health Promotion, 4 (4), 5-12. (in Course Documents on Sakai)
4. Kelly, M.S., Frey, A., & Anderson-Butcher, D. (2011). Special Issue Editorial: Writing the job description for school social work in 2031. Children & Schools, 33 (2), 94-96.
5. Massat, C., et al. (2009). School social work. Chicago: Lyceum Press.
6. Massat, C., et al. (2009). School social work. Chicago: Lyceum Press.
7. Kelly, et al. (2010). School social work: An evidence-informed framework for practice.
8. Massat, C., et al. (2009). School social work. Chicago: Lyceum Press.

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Core focus on education systems and student development |
| **SDG 3** | Good Health & Well-being | Addressing mental health, behavioural issues |
| **SDG 5** | Gender Equality | Inclusive education and gender sensitivity |
| **SDG 10** | Reduced Inequalities | Support for marginalized students (SC/ST, minorities) |
| **SDG 16** | Peace, Justice and Strong Institutions | Child rights, legal frameworks, safe school systems |

# Counseling Theories and Practice

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SM40034 | Counseling Theories and Practice | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Facilitate students to develop knowledge and skill sets for counselling in various settings

II. Develop conceptual clarity on different school of counselling theories and techniques applied broadly in such settings;

III. improve students' competence for becoming professional social worker cum counsellor having expertise on different counseling intervention

IV. Have knowledge on application of counseling for helping individuals and groups of diverse backgrounds.

**Course Outcomes:**

CO1: Interpret various concepts and theories of counselling practice
CO2:Design need based session plan and execute for greater assistance to service seekers
CO3:Recognize skills and attitude for counselling service while making case work as well as group work.
CO4:Apply critical theoretical knowledge of counselling in field of social work practice
CO5:Implement appropriate counselling approaches in different social work practice settings.

**CO- PO & PSO Mapping of the course: SA 40034**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 2 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 3 | 2 | 3 | – | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 2 | 3 | – | 3 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.60 | 2.60 | 2.80 | 0.40 | 2.60 | 0.00 | 2.00 | 2.40 | 3.00 | 2.00 | 3.00 | 3.00 | 2.80 | 3.00 | 2.80 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit-I: Concepts and theories** [15 Classroom Contact Hours]

- Principles and basic concepts of Counseling and Guidance; Guidance and Counseling
- Theories of counselling: Psychodynamic, Cognitive Behavioural and Humanistic

**Unit-II: Techniques of counselling** [15 Classroom Contact Hours]

- Stages of Counseling; Techniques of Counseling: Individual vs. Group; Scope-Importance of such techniques; Communication Skills for Counseling
- Group Process: Establishment of the Group – Identification of Group role and goal – Productivity – Realization and Termination – Group Dynamics:

**Unit-III: Role of Counselling** [15 Classroom Contact Hours]

- Role of Counsellor and Social Worker; Essential Skills-micro & macro, Attitude and Qualities of a Counsellor: Personal & Professional Qualities
- Counseling and Social Work; interventions and implications in society

**Unit-IV: Scopes of Counseling** [15 Classroom Contact Hours]

- Counseling and Social Work; interventions and implications in society Rehabilitation– Concept and Definition of Rehabilitation, Types of Rehabilitation – Educational, Vocational, Economic, Psychosocial
- Analysis of Cases, Writing reports; Referral Services

**Recommended Learning Resources:**


1. Dr. DalaganjanNaik – (2004) - Fundamentals of Guidance and Counselling -Adhyayan Publishers and Distributors, Delhi,.
2. S Chauhan - Second Revised Edition - Principles and Techniques of Guidance- Vikas Publishing House Pvt Ltd
3. S Narayana Rao (2002). Counselling and Guidance (2nd Edition). Tata McGraw Hill Publishing Company Limited, New Delhi.
4. Gibson.L.Robert& Mitchell - (2008) - Introduction to Counselling and Guidance - prentice hall of india New Delhi
5. Egan Gerard - (1994) - The Skilled Helper –A Problem – Management Approach to Helping - Brooks/Cole Publishing Company, Pacific Grove, California.
6. Nelson-Jones, R.- 2 nd Edition - (2008). - Basic Counselling Skills: A Helper's Manual - New Delhi: SAGE PUBLICATIONS.
7. Philip Burnard - (2009) - Counselling Skills Training - Viva Books. 5. Jennie Lindon and Lance lindon - (2008) -"Counselling Skills" - Palgrave Macmillan
8. David H. Johnson, Frank P. Johnson (2013) Joining Together: Group Theory and Group Skills, 11/E by Pearson Publications
9. Paul B. Pedersen and et.al - sixth edition - (2008) – 'Counselling across Cultures Sage Publication.
10. Rita Chi-Ying Chung, Frederic P. Bemak. Social Justice Counseling, The Next Steps Beyond Multiculturalism
11. Lago,C and Smith (Eds) (2003) Anti-Discriminatory Counselling practice, Sage Publications, New Delhi.
12. Milton, S. (1991) The Family with a Handicapped Child, Allyn and Bacon

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Mental health, counseling interventions |
| **SDG 4** | Quality Education | Skill development and professional competence |
| **SDG 5** | Gender Equality | Inclusive and gender-sensitive counseling |
| **SDG 10** | Reduced Inequalities | Counseling for marginalized and vulnerable groups |
| **SDG 16** | Peace, Justice and Strong Institutions | Psychosocial support, conflict resolution |

# Tribal Social Work Practice

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SE40034 | **Tribal Social Work Practice** | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Gain insights about the tribal communities and their social systems

II. Understand the development programmes and their impact on the life of the tribal communities

III. Explore strategies for development of Indigenous Communities

IV. Develop insights on interventions to address the myriad issues encountered by the Indigenous Communities

**Course Outcomes:**

CO1: Students will internalize tribal social fabric and their institutions

CO2:Students will have concerns of tribal communities and strategies of social work interventions in tribal development.

CO3:Students will develop cultural competence and sensitivity recognizing and respecting diverse indigenous worldviews, traditions and values.

CO4:Students will develop strength based approaches focusing on identifying and building upon resilience and resources within the communities

CO5: Students will develop sociocultural palatable programmes for tribal community development and social welfare.

**CO- PO & PSO Mapping of the course**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 2 | – | 2 | – | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO-2** | 3 | 3 | 2 | 2 | 3 | – | 3 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.0 | 3.0 | 2.0 | 2.5 | 2.7 | 0.0 | 2.2 | 0.0 | 2.0 | 2.00 | 3.00 | 3.00 | 3.00 | 2.75 | 3.00 | 3.00 | 2.75 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 0 | | | | | | | | |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Tribal Community** [15 Classroom Contact Hours]

- Meaning, Definitions, and Characteristics
  Basic Concept: Adivasi, Indigenous, Aborigines, Clan

**Unit II: Tribe Allocation** [15 Classroom Contact Hours]

- Tribes in North East India
  V & VI Schedules of Indian Constitution

**Unit III: Tribal Institutions** [15 Classroom Contact Hours]

- Kinship, . Marriage, Socialization, Customs and Traditions, Religion

**Unit IV: Social Work Practice with Tribal Communities** [15 Classroom Contact Hours]

- Policies and Programmes, Social Justice and Empowerment, Indigenous Approaches to Development,

**Recommended Learning Resources**


1. Chandhuri, B. (ed.) Tribal Development in India. Delhi: B.R. Publishing.
2. Chaudhury, Sukant K. & S.M Patnaik. 2008. Indian Tribes and the Mainstream. Jaipur: Rawat Publications.
3. Furer- Haimendorf, C.V. 1982. Tribes of India: The Struggle for Survival. Delhi: Oxford University Press
4. Madan, D.N. & T.N. Madan. _____ Social Anthropology. Noida: Mayur Publications.
5. Shah, V.P and Patel, T. 1985. Social Contexts of Tribal Education. New Delhi: ConceptPublishing Company.
6. Singh, Ajit. 1984. Tribal Development in India. Delhi: Amar Prakashan.
7. Singh, K.S. Tribal Movements in India. Vol. I and II.
8. Singh, J.P, Vyas. M.N. Tribal Development: Past Efforts and New Challenges.
9. Sudhir, H., &Hajarimayum, Jubita (ed.). 2007. Dimensions of Social Issues i
10. India's North East. New Delhi: Akansha Publishing House.
11. Tribal Development in the 21st Century. New Delhi: Mittal Publications.
12. Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.
13. **https://onlinecourses.swayam2.ac.in/nou24_hs47/preview**
14. **https://onlinecourses.swayam2.ac.in/nou24_hs48/preview**
    **https://onlinecourses.swayam2.ac.in/ugc24_ge05/preview**


**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|

| | | |
|---|---|---|
| **SDG 1** | No Poverty | Tribal development and livelihood support |
| **SDG 2** | Zero Hunger | Indigenous food systems and nutrition |
| **SDG 5** | Gender Equality | Gender roles and empowerment in tribal communities |
| **SDG 10** | Reduced Inequalities | Focus on marginalized indigenous populations |
| **SDG 13** | Climate Action | Indigenous ecological knowledge and sustainability |
| **SDG 15** | Life on Land | Tribal relationship with forests and natural resources |

# Advanced Fieldwork–II

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SW40082 | **Advanced Fieldwork–II** | 4 | 0 | 1 | 3 |

**Course Objectives**

I. To offer purposeful learning experience to students through interaction with life situations under supervisory guidance for professional growth in terms of knowledge, skills and attitudes.

II. To foster attitudes in the student towards professional self-development and increasing self-awareness.
III. To integrate classroom learning with field practice for the effective application of theoretical knowledge in real-life professional settings.
IV. To develop students' problem-solving skills through the identification, analysis, and resolution of issues encountered in field practice.

**Course Objectives**

**CO1:** Demonstrate professional knowledge, skills, and attitudes by applying classroom learning to real-life situations under supervised field practice.
**CO2:** Develop professional self-awareness and engage in continuous self-development through reflective learning and supervised practice.

**CO3:** Integrate theoretical concepts with field-based experiences to address practical social work/professional situations effectively.

**CO4:** Analyze client, community, or organizational problems and apply appropriate problem-solving strategies in field settings.

**CO5:** Exhibit ethical, professional, and interpersonal competencies while working collaboratively with individuals, groups, and communities during field practice.

**CO–PO & PSO Mapping Table for the Course**

| COs \ POs/PSOs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Average | 2.8 | 2.8 | 2.6 | 2.8 | 2.8 | 2.4 | 2.4 | 2.0 | 2.4 | 3.0 | 3.0 | 2.4 | 2.8 | 2.8 | 2.4 | 3.0 | 3.0 |

**Advanced Practice**

- Place students in specialized settings (clinical, psychiatric, child protection, correctional, corporate, public health, policy/advocacy) with clear expectations for partially independent case/project handling under supervision.
- Emphasize advanced use of methods (casework, group work, community organization, macro practice) with explicit goals, intervention plans, and outcome tracking for selected cases or projects.

**Field-based Intervention Projects**

- Require each student (or small groups) to design and implement a field-based mini project that integrates needs assessment, planning, intervention, and basic evaluation, aligned to the agency's priorities.
- Link ongoing dissertation/term research to fieldwork wherever possible, asking students to collect data ethically in the field, apply findings to practice, and present a brief practice–research integration report or seminar.

The students will develop and submit 2 to 4 reports on intervention projects particularly the community they engage in offline/offline mode; Submission of such reports by scholars is required for course completion.

**SDG Mapping of the Course**

| SDG No. | SDG Title | Contribution |
|---|---|---|
| SDG 1 | No Poverty | working with marginalized groups, livelihoods, social protection. |
| SDG3 | Good Health and Well-being | Support psychosocial support, health services linkages, community well-being |
| SDG 10 | Reduced Inequalities | Work on inclusion, equity; work with vulnerable and excluded populations. |
| SDG 11 | Sustainable Cities and Communities | Engage in community development, urban/rural service systems, institutions. |
| SDG 17 | Partnerships for the Goals | collaboration with agencies, stakeholders, field supervisors |
| SDG 16 | Peace, Justice and Strong Institutions | Engage in rights-based practice, working with agencies, governance, ethical conduct |

# Tribal Administration and Customary Law

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| TS40052 | Tribal Administration and Customary Law | 4 | 3 | 1 | 0 |

**Course Objectives:**

To explain different concepts of marginalization marginalized communities and related institutions and demonstrate hands-on-experience in dealing with different areas of development and issues of the marginalized communities.To empower students with knowledge and skills for eradicating the exploitation and develop the remote areas and make the students facilitators to work with indigenous populace for improve the lives by providing adequate health and educational services related information for social and financial security against any kind of oppression and exploitation.

**Course Outcomes:**

CO1: Summarize the history and development of administration and governance in tribal areas

CO2: Outline pros and cons i.e. challenges in tribal administration and governance scenarios at present.

CO3: Appraise about different aspects of tribal administration system and its implications

CO4: Influence in policy and programme designing by different state institutions for tribal development

CO5 Elaborate interdisciplinary perspective on the study of tribal people by introducing basic concepts and debates on their traditions, spiritualism and customary laws.

**CO- PO & PSO Mapping of the course:**

| COs \ POs/PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 2 | 2 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| **CO2** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 2 | 2 | 3 | – | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 3 | – | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.00 | 2.71 | 2.86 | 0.57 | 2.14 | 0.00 | 2.00 | 2.14 | 3.00 | 2.00 | 3.00 | 2.86 | 3.00 | 3.00 | 2.86 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

## Course Description

**Unit I: History of Tribal Administration in India** [15 Classroom Contact Hours]

- Tribal administration: During vedic period, colonial era and post-independent India.
- Caste Panchayat in tribal community.State institutions and their role in tribal development

**Unit II: Conceptualizing Governance and Panchayat Raj Institution** [15 Classroom Contact Hours]

- Concept and meaning, History and origin of the concept
- Types of governance, governance in tribal areas.
- History and origin of PRI in India, 73 Constitutional Amendment Act,
- Role and function of GramaSabha, Gram Panchayat, PanchayatSamiti and ZillaParisad.

**Unit III: Customary Laws: Family and Kinship** [15 Classroom Contact Hours]

- Salient features of tribal customary law, Sources of tribal customary law: Tradition, custom, age-old practices, beliefs, dreams, sanctions, oral tradition.
- Family: The notion of "family" in tribal society and in law. The constitutional protection of families.New family models and their legal relevance.
- Kinship and Marriage:: Duties of support between relatives: scope; obligated persons and beneficiaries; amount; payment by third parties.

**Unit IV: Ritual and Oral Traditions** [15 Classroom Contact Hours]

- Meaning of ritual and oral tradition in tribal society, Role of ritual and oral traditions in customary law and justice
- Meaning of mediation and sanctions, Types of mediation and sanction in tribal society, Role of mediation and sanctions in customary law and justice

## Recommended Learning Resources


1. Behura, N. K. and Panigrahi, Nilakantha. 2006. Tribals and the Indian Constitution: Functioning of Fifth Schedule in the State of Orissa. New Delhi: Rawat Publications.
2. A. C. Mittal : Tribal education, administration and development, Radha Publications.
3. Amir Hasan : Tribal administration in India, B.R. Pub. Corp.
4. Atul Chandra Talukdar : Political transition in the grassroots in tribal India, OmsonsPublications.
5. B. K. Roy Burman : Panchayati Raj and Tribals, Institute of Social Sciences.Committee for A Democratic Far Eastern Policy : A layman looks at the constitution of India
6. Cynthia Price Cohen : The Human Rights of Indigenous Peoples, Transnational Publishers.
7. D. N. Gupta :Decentralisation: Need For Reforms, Concept Publishing Company.

8. D.N. Thakur and D. Thakur : Tribal Law And Administration (Volume 7 of Tribal life inIndia), Deep and Deep Publications.
9. Ishwaran, K., 1968. "Customary Law in Village India", In family law and customary law in Asia: a contemporary legal perspective 234 (David C. Buxbaum ed.).
10. Kilikdar, BibhasKanti, 1998. Customary Laws and Practices – The Rings of Tripura (Agartala, Tribal Research Institute, Gov't of Tripura,).
11. Koireng, T. Neishoning, 2010. Unwritten Customary Law of North East India (Shillong,).
12. Kusum& P.M. Bakshi, 1982. Customary Law and Justice in the Tribal Areas of Meghalaya (Bombay).
13. Mahapatra, L.K., 2002. "Customary Rights in Land and Forest and the State", In Tribal and Indigenous People of India – Problems and Prospects(RabindraNathPati ed.,).
14. Reddy, M. Gopinath, K. Anil Kumar & Naga Raju, 2009. Chikkala, A Study of Forest Rights Act, 2006 in Andhra Pradesh – An Assessment of Its Major Features and Issues in Implementation Process (Hyderabad, Centre for Economic and Social Studies,).
15. Sarkar, R.M. (ed). 2006. Land and Forest Rights of the Tribals Today (New Delhi, Serials Publications,).
16. Sathyapalan, Jyothis& M. Gopinath Reddy, 2010. Recognition of Forest Rights and Livelihoods of Tribal Communities – A Study of Western Ghats Region, Kerala State (Hyderabad, Centre for Economic and Social Studies,).
17. Sing, P.K., 1996. "From Simplicity to Organized Complexity: with Special Recommended Learning Resources to Tribal Customary Laws", In Tribes of India – Ongoing Challenges (R.S. Mann. ed.,),
18. Singh, K.S. (ed.), 1993. Tribal Ethnography, Customary Law, and Change

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 1** | No Poverty | Tribal governance and development programmes |
| **SDG 5** | Gender Equality | Gender roles and rights within customary law |
| **SDG 10** | Reduced Inequalities | Focus on marginalized tribal communities |
| **SDG 13** | Climate Action | Indigenous governance and ecological sustainability |
| **SDG 15** | Life on Land | Tribal rights over land and forest resources |
| **SDG 16** | Peace, Justice and Strong Institutions | Governance, law, justice systems in tribal areas |

**Course Structure (Semester-wise)**

**Semester-III**

| Code | Course Title | Credit | L-T-P |
|---|---|---|---|
| **RM50001** | **Research Methodology** | 4 | 3-1-0 |
| **CA50005** | **Computer Application and Data Analysis** | 4 | 2-0-4 |
| **RE50003** | **Research and Publication Ethics** | 2 | 2-0-0 |
| **SW50031**<br>**SM50031**<br>**SE50031** | **A3. Application of Social Work Intervention**<br>**B3. Social Action for Viksit Bharat**<br>**C3. Green Social Work** | 4 | 3-1-0 |
| **SW50033**<br>**SM50033**<br>**SE50033** | **A3. Child Rights and Child Protection**<br>**B3. Marginalized Youth and Social Inclusion**<br>**C3.Integrated Social Work, Social Policy and Social Legislation** | 4 | 3-1-0 |
| **TS50051** | **Learning through Visual Ethnography** | 4 | 3-1-0 |

# Research Methodology

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| RM50001 | Research Methodology | | 3 | 1 | 0 |

**Course Objectives**

I. To introduce students to the philosophical foundations of social science research and empirical inquiry.
II. To equip students with knowledge of research designs, quantitative, qualitative, and mixed methods approaches.
III. To familiarize students with fieldwork practices, data collection techniques, and ethical considerations.
IV. To develop skills in statistical analysis, interpretation, and presentation of data.
V. To enable students to design and conduct independent empirical research relevant to their discipline.

**Course Outcomes**

CO1: Demonstrate an understanding of the epistemological and ontological foundations of social science research.
CO2: Identify appropriate research designs and methodologies for addressing empirical research questions.
CO3: Apply various tools and techniques of data collection in field-based research.
CO4: Analyze and interpret both qualitative and quantitative data using suitable methods and software.
CO5: Formulate a research proposal with clarity in objectives, hypotheses/research questions, methodology, and ethical considerations.

**Course Description**

**Unit-I Introduction to research (12 lectures)**

- Meaning of Research, Philosophy of Research, Motivation of Research, Importance and Scope of Research, Scientific Research Methods and its Application to Social Phenomenon Introduction to various aspects of research methods, Types of Research.

**Unit-I Research design and data collection (12 lectures)**

- Research Design: Meaning, Need and features of a good design. Types of Research Design. Literature Review and its Importance, Steps in the Process of Research, Write a Research Proposal, Write qualitative research for publication/communication Sources and Methods of Data Collection

**Unit-III Research problem and types (12 lectures)**

- Research Problem, Research objectives and its Formulation, Fundamental research questions, Research Variables, Measurement and Scaling: Measurement in Research, Measurement Scales, Source of Error in Measurement, Test of sound Measurement:

Reliability and Validity. Qualitative Research, Ethnographic Study, Observation, Case Study Method, Interviewing, Schedule, Mail Survey Method, Action Research: PRA and RRA, Focused Group discussion (FGD)

**Unit-IV Statistics (12 lectures)**

- Descriptive Statistics: Frequency Distribution, Relative, Percentage and Cumulative Frequency Distribution, Graph and Diagrams: Two Variables Graphs, Bar Diagrams, Pie Diagram, Pictorial Diagrams. Measures of Central Tendency: Mean, Mode, Median, Measures of Variability: Range, Standard Deviation, Coefficient of Variation, Normal Distribution: Basic Concept only, Standard Scores Correlation: Correlation Coefficient and its properties, Linear Regression: Regression coefficients, Line of Regressions, Relation between Regression Coefficients and Correlation Coefficient., Rank Correlation Coefficient, Biserial Correlation Coefficient, Coefficient of Determination

**Unit-V Sampling (12 lectures)**

- Sampling: Need for Sampling, Methods of Probability Sampling and Non probability Sampling. Sampling and Non sampling Error
- Hypotheses: Concept of Population, Sample, Parameter and Statistic, Concept of Hypothesis, Types of Hypotheses, Formulation of Hypothesis, Procedure of Testing of Hypothesis, Test of Significance, One- tailed and Two-tailed Test, Testing of Single Mean and Difference of Means, Parametric and Non parametric Test, Variable Ananlyis.
- Report Writing: Objective, Purpose of Report, Type of Reports, Report Writing Process, Guidelines for Effective Report Writing.

**CO- PO & PSO Mapping of the course: SE 40052**

| CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 |
| Average | 3.0 | 3.0 | 2.4 | 3.0 | 2.6 | 3.0 | 1.4 | 2.2 | 2.6 | 1.2 | 3.0 | 1.2 | 3.0 | 3.0 | 3.0 | 3.0 | 2.2 |

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

**Recommended Learning Resources**


1. Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.
2. Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.
3. Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.
4. Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.
5. Denzin, N.K. & Y.S. Lincoln.(eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

6. Flick, U. (2009).*An Introduction to Qualitative Research* (4thEdition).London, Sage Publications.
7. Giddens, A. (1993). *New Rules of Sociological Method* (2nd Edition).Stanford, California, Stanford University Press.
8. Goode,William J. &HattPaul K..(1952).Methods in Social Research.New York: McGraw-Hill Book Co.
9. Grbich, C. (2004). *New Approaches in Social Research*.London, Sage Publications.
10. Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.
11. Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*.New York, Sage Publications.
12. Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi
13. Seale, C. (2004). *Social Research Methods: A Reader*. London, Routledge
14. Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.

**SDGs Mapping of this course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Strengthens higher education through development of research skills, critical thinking, and methodological competence |
| **SDG 5** | Gender Equality | Encourages gender-sensitive research design, inclusive sampling, and analysis of gender-related issues |
| **SDG 8** | nt Work and Economic Growth | Enhances employability through research, analytical, and data interpretation skills applicable in multiple sectors |
| **SDG 9** | Industry, Innovation and Infrustructure | Promotes innovation through research methodologies, use of statistical tools, and data analysis software |
| **SDG 10** | Reduced Inequalities | Supports research on marginalized communities, social disparities, and inclusive development policies |

# Computer Application and Data Analysis

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| CA50005 | Computer Application and Data Analysis | 4 | 3 | 0 | 1 |

**Course Objectives:**

I. Increase knowledge and requisite skills of participants on the use of SPSS
II. Enable the students make the most of this powerful software package while allowing them to work independently with SPSS on their own data
III. Provide a solid foundation for advanced data analysis work.
IV. Increase proficiency of scholars on the use of Basic computer Applications and SPSS.

**Course Outcomes:**

***Upon successful completion of this course, students will be able to:***

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

**CO-PO-PSO Mapping**

***(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).***

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | - | - | - | - | - | - | - | - | - | - | - | 2 | 3 | - | - |
| CO2 | - | 3 | - | 3 | 2 | - | - | - | - | - | - | - | - | 3 | - | - |
| CO3 | - | - | 3 | - | - | - | - | - | - | - | - | - | 2 | - | 2 | - |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | 3 | - | 2 | - | - | - | - | - | - | - | - | 2 | - | 2 |

**Course Duration: 45 hours**

**Course Syllabus**

**Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]**

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit, The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance. Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications, Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

**Unit II: Microsoft word [9 Classroom Contact Hours]**

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms, working with charts and diagrams

**Unit III: Microsoft Excel [9 Classroom Contact Hours]**

Building and editing worksheets, formatting a worksheet, working with charts, Working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, Analyzing data with pivot tables, exchanging data with other programs.

**Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]**

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, Working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

**Unit V: Statistical Analysis [10 Classroom Contact Hours]**

The analysis will be done with the help of SPSS, and other statistical packages. M Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS, JAMOVI, AMOS.

**Total Practical / Lab Experiments: [30 Lab Contact Hours]**

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:
   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.

8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
    1. Slide designs, transitions, and animations
    2. Insert images, charts, and SmartArt
    3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

· **Text Books:**


1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS


**SDG Mapping for this Course**

| SDG | Rationale |
|---|---|
| **SDG 4** | Digital literacy |
| **SDG 9** | Data-driven innovation |
| **SDG 10** | Equity through unbiased data |
| **SDG 17** | Data for partnerships and policy |

# Research and Publication Ethics

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| RE50003 | Research and Publication Ethics | 2 | 2 | 0 | 0 |

**Course Objectives:**

This course focuses on the basics of philosophy of science and ethics, research integrity, and publication ethics. Hands-on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open-access publications, research metrics (citation, h-index, impact factor, etc.) and plagiarism tools will be taught in this course.

**Course Outcomes (COs)**

**On successful completion of this course, students will be able to:**

**CO1:** Demonstrate a clear understanding of the philosophical foundations of science and ethical principles, including moral reasoning and ethical decision-making in research.

**CO2:** Analyze and apply principles of research integrity and scientific conduct, identifying various forms of misconduct such as fabrication, falsification, plagiarism, and data misrepresentation.

**CO3:** Evaluate publication ethics and best practices, including authorship norms, conflict of interest, peer review standards, and guidelines provided by international bodies like COPE and WAME.

**CO4:** Assess the quality and credibility of research outputs by identifying predatory journals, open access policies, and ethical publishing platforms, using tools such as journal finders and plagiarism detection software.

**CO5:** Apply knowledge of research databases and metrics (e.g., Scopus, Web of Science, h-index, impact factor, Cite Score) to measure research impact and support ethical scholarly communication.

CO-PO-PSO Mapping

| Programme Outcomes → / Course Outcomes ↓ | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | **3** | **2** | **2** | **3** | **2** | **1** | **–** | **1** | **2** | **1** | **2** | **–** |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO2** | **3** | **3** | **2** | **3** | **3** | **3** | **1** | **2** | **2** | **1** | **3** | **–** |
| **CO3** | **3** | **2** | **3** | **3** | **3** | **2** | **2** | **1** | **2** | **2** | **3** | **–** |
| **CO4** | **3** | **2** | **2** | **3** | **3** | **2** | **1** | **3** | **2** | **1** | **3** | **–** |
| **CO5** | **2** | **3** | **2** | **3** | **3** | **2** | **1** | **3** | **3** | **1** | **3** | **–** |
| **Average** | **2.8** | **2.4** | **2.2** | **3.0** | **2.8** | **2.0** | **1.0** | **2.0** | **2.2** | **1.2** | **2.8** | **–** |

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

**Course Description**

**Unit: I- Philosophy and Ethics** [5 class contact hours]

- Introduction to philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

**Unit: II- Scientific Conduct:** [5 class contact hours]

- Ethics with respect to science and research,
- Intellectual honesty and research integrity
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

**Unit: III- Publication Ethics** [5 class contact hours]

- Publication Ethics: Definition, introduction and importance
- Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflict of interest
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour and vice versa, types

- Violation of publication ethics, authorship and contributor ship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

**Unit-IV-Open Access Publishing:** [5 class contact hours]

- Open access publications and initiatives
- SHERPA/RoMEOonlineresourcetocheckpublishercopyrightandself-archive in policies
- Software tools to identify predatory publications developed by SPPU
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggest, etc.

**Unit-V Publication Misconduct:** [5 class contact hours]

- Group Discussions
- Subject-specific ethical issues, FFP, authorship
- Conflicts of interest
- Complaints and appeals: examples and fraud from India and abroad
- Software tools:
- Use of plagiarism software like Turnitin, Urkund and other open-source software tools

**Unit: VI- Databases and Research Metrics [5 class contact hours]**

- Databases
- Indexing Databases
- Citation Databases: Web of Science, Scopus, etc.
- Research Metrics
- Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score, Metrics: h-index, g-index, I10-index, altimetric

## Recommended Learning Resources:


1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethics. Clinical Ethics 2006; 1:114–6.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral, and economic research: where should we go from here? Ethics & Behavior 2004; 14:351-68.
8. Dingwall R (2006) Confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
9. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279– 90.
10. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.
11. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
12. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
13. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub.com Downloaded from (11) (PDF) Social science and ethics review: A question of practice not principle. Available from:
14. https://www.researchgate.net/publication/227138449_Social_science_and_ ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].
15. Diener, E., & Crandall, R. (1978). Ethics in social and behavioural research. Chicago: University of Chicago Press.
16. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
17. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
18. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

 Hare, R. (1981). The philosophical basis of psychiatric ethics. Edited by: S.Block & P.Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.

19. Hobbes, T. (1994). Leviathan (Edited by: E.Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)

 Kant, I. (1964). Groundwork of the metaphysics of morals ( Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)

20. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.

21. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
22. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage.  Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.
23. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55.
24. http://dx.doi.org/10.1177/0011000084123005
25. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology.  Mahwah, NJ: Lawrence Erlbaum.
26. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopaedia of the social sciences (2nd ed.). New York: MacMillan.
27. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
28. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
29. Mill, J. S. (1979). Utilitarianism ( Edited by: G.Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
30. Noddings, N. (1984). Caring. Berkeley: University of California Press
31 Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
32. Resnik, D. B. (1998). The ethics of science. London: Routledge.

## SDG Mapping of the Course (RE-50003)

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Promotes ethical research practices, academic int creation |
| **SDG 5** | Gender Equality | Encourages fairness in authorship, peer review, and representation in research |
| **SDG 9** | Industry, Innovation and Infrastructure | Supports use of research databases, metrics, and digital tools for scholarly communication |
| **SDG 10** | Reduced Inequalities | Addresses bias and promotes equitable access to opportunities |
| **SDG 12** | Responsible Consumption and Production | Emphasizes responsible use of data, avoidance of plagiarism, and ethical dissemination of research |
| **SDG 16** | Peace, Justice and Strong Institutions | Strengthens transparency, accountability, and integrity in research and publication systems |

| | | |
|---|---|---|
| **SDG 17** | Partnerships for the Goals | Encourages collaboration among researchers, institutions, and global ethical bodies (e.g., COPE, WAME) |

# Application of Social Work Intervention

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SW50031 | Application of Social Work Intervention | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Understand the theoretical foundations of social work interventions.
II. Develop practical skills in assessing and intervening at individual, family, and community levels.
III. Critically evaluate the effectiveness of different intervention strategies.

IV, Explore emerging trends and innovative practices in the field of social work.

**Course Outcomes**

CO1: Demonstrate a comprehensive understanding of the theoretical foundations underlying social work interventions.

CO2: Apply practical skills effectively in assessing and intervening at individual, family, and community levels in diverse social work contexts,

CO3: Critically analyze and evaluate the effectiveness of various intervention strategies employed in social work practice.

CO4: Explore and integrate emerging trends and innovative practices in the field of social work interventions to address contemporary social issues.

CO5: The students will prepare their scientific writing following the guidelines of research and publication ethics.

**CO–PO & PSO Mapping of the course**

| **COs \ POs/ PSOs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.25 | 2.75 | 2.75 | 2.00 | 2.25 | 0.00 | 2.50 | 2.50 | 3.00 | 2.00 | 3.00 | 3.00 | 2.50 | 3.00 | 2.75 |

1 = Low, 2 = Moderate, 3 = High,  = No correlation

**Course Description**

**Unit I: Introduction to Social Work Interventions** [15 Classroom Contact Hours]

- Overview of social work interventions; Historical context and development; Ethical considerations in social work practice; Importance of cultural competence

**Unit II: Family and Group Interventions** [15 Classroom Contact Hours]

- Family systems theory; Structural and strategic family therapy; Group dynamics and facilitation skills; Conflict resolution techniques

**Unit III: Community-Level Interventions** [15 Classroom Contact Hours]

- Community organizing and development; Advocacy and policy change; Asset-based community development; Addressing social determinants of health

**Unit IV: Specialized Interventions and Emerging Practices** [15 Classroom Contact Hours]

- Trauma-informed care; LGBTQ+ affirmative practice; School social work interventions; Telehealth and digital interventions

**Recommended Learning Resources:**

1. Costin, L., & Ingram, R. E. (Eds.). (2021). Cognitive-behavioural therapy: Applications in social work. Springer.

2. Edwards, J. K., & Mendenhall, A. N. (2022). Motivational interviewing in social work practice (3rd ed.). Guilford Press.

3. Goodman, L. A., & Levitt, H. M. (Eds.). (2020). Special issue on trauma-informed care: Current research and future directions. Journal of Social Work Practice, 34(4), 431-589. https://doi.org/10.1080/02650533.2020.1845923

4. Gutierrez, L. M., & Lewis, E. A. (Eds.). (2023). Handbook of social work with groups (2nd ed.). Guilford Press.

5. Kaur, R., &Mawson, A. R. (2021). Telehealth in social work: Emerging practices and ethical considerations. Oxford University Press.

6. Kirst-Ashman, K. K., & Hull, G. H. (2023). Understanding generalist practice (9th ed.). Cengage Learning.

7. LeCroy, C. W. (Ed.). (2022). Evidence-based practice in social work (4th ed.). Pearson.

8. Mattaini, M. A., & Lowery, C. M. (Eds.). (2024). Advocacy and policy change in social work: Methods and strategies for action (2nd ed.). SAGE Publications.

9. Phillips, S. D., & Wong, Y.-L. R. (Eds.). (2021). Handbook of diversity in social work (2nd ed.). Oxford University Press.

10. Roberts, A. R., & Springer, D. W. (Eds.). (2023). Social workers' desk Recommended Learning Resources (4th ed.). Oxford University Press.

11. Saleebey, D. (2020). The strengths perspective in social work practice (7th ed.). Pearson.

12. Shulman, L. (2021). The skills of helping individuals, families, groups, and communities (9th ed.). Cengage Learning.

13. Stein, G. L., & Brown, L. (Eds.). (2023). Handbook of LGBTQ-affirmative social work practice (2nd ed.). Routledge.

14. Wilson, S. J., &Guterman, N. B. (Eds.). (2024). Empowering communities: Assets-based community development in social work (2nd ed.). Columbia University Press.

**SDG Mapping of the Course**

| **SDG No.** | **SDG Title** | **Nature of Contribution** |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Mental health, trauma-informed care |
| **SDG 4** | Quality Education | Skill-based learning and professional training |
| **SDG 5** | Gender Equality | Inclusive and affirmative interventions |
| **SDG 10** | Reduced Inequalities | Focus on marginalized and vulnerable groups |
| **SDG 16** | Peace, Justice and Strong Institutions | Advocacy, policy engagement, conflict resolution |

# Social Action for Viksit Bharat

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SM50031 | Social Action for Viksit Bharat | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Understand the theoretical foundations and principles of social action.

II. Develop practical skills in planning, implementing, and evaluating social action initiatives.

III. Analyze case studies to learn from successful social action campaigns.

IV. Advocate for social justice and equity in diverse societal contexts and contribute towards building a Vikshit Bharat through proactive social engagement.

**Course Outcomes**

Co1I. Demonstrate a comprehensive understanding of the theoretical foundations and principles underpinning social action, particularly in the context of Viksit Bharat.

Co-2. Apply practical skills in planning, implementing, and evaluating effective social action initiatives aimed at fostering societal development and equity.

Co-3. Analyze case studies of successful social action campaigns to extract lessons and strategies applicable to diverse societal challenges in India.

Co-4. Advocate for social justice and equity, actively engaging in initiatives that contribute to the development and sustainability of a Visit Bharat through proactive social engagement and community empowerment.

Co-5: The students will design and implement different programmes addressing myriad issues and challenges of society along the line of expectation and aspirations of different stakeholders.

**CO_PO & PSO Mapping of the course**

| COs \ POs/P | PO | PO | PO | PO | PO | PO | PO | PO | PO | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| SOs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO-4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.50 | 2.75 | 2.75 | 2.00 | 2.50 | 0.00 | 2.50 | 2.50 | 3.00 | 2.75 | 3.00 | 3.00 | 2.50 | 3.00 | 2.75 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Introduction to Social Action and Viksit Bharat** [15 Classroom Contact Hours]

- Definition and scope of social action; Historical context and evolution of social movements in India; Concepts of Vikshit Bharat and its relevance; Role of social workers in promoting societal well-being

**Unit II: Strategies and Methods of Social Action** [15 Classroom Contact Hours]

- Grassroots organizing and community mobilization; Advocacy and policy change for societal reform; Campaigning and awareness-building techniques; Collaborative approaches with government and non-governmental organizations (NGOs)

**Unit III: Case Studies of Successful Social Action Initiatives** [15 Classroom Contact Hours]

- Examples of social movements contributing to sustainable development; Impact assessment and evaluation of social action projects; Lessons learned from transformative initiatives in various sectors (e.g., education, health, and environment)

**Unit IV: Towards a Sustainable and Viksit Bharat** [15 Classroom Contact Hours]

- Environmental sustainability and ecological consciousness; Economic empowerment and inclusive growth strategies; Building resilient communities and disaster preparedness
- Future trends and innovations in social action for sustainable development

**Recommended learning resource:**

1. Banerjee, S., &Sanyal, B. (Eds.). (2020). Social movements in India: Poverty, power, and politics. Oxford University Press.

2. Bhagat, R. B., & Sharma, K. (Eds.). (2022). Social action and community development: Strategies for social change. SAGE Publications.

3. Bose, S. (2021). Grassroots organizing and advocacy in India: The role of NGOs. Routledge.

4. Chakravarti, U. (Ed.). (2020). Human rights in India: Historical, social, and political perspectives. Cambridge University Press.

5. Ganguly, K., & Mukherjee, S. (Eds.). (2023). Environmental sustainability and social action in India. Palgrave Macmillan.

6. Ghosh, J., &Mitra, S. K. (Eds.). (2021). Empowering marginalized communities: Challenges and strategies. Springer.

7. Kothari, R., &Sheth, J. (Eds.). (2020). Development and social justice in India: Challenges and opportunities. Oxford University Press.

8. Prasad, S. (2022). Social movements and policy advocacy in India. Palgrave Macmillan.

9. Raman, P. (Ed.). (2023). Education for sustainable development in India: Innovations and challenges. Springer.

10. Rao, V. R., & Chandra, S. (Eds.). (2024). Advancing health equity in India: Strategies and interventions. Routledge.

11. Singh, S. P., & Singh, G. (Eds.). (2019). Social action and sustainable development: Case studies from India. Cambridge Scholars Publishing.

**SDG Mapping of the Course**

| **SDG No.** | **SDG Title** | **Nature of Contribution** |
|---|---|---|
| **SDG 1** | No Poverty | Inclusive growth and poverty reduction strategies |
| **SDG 3** | Good Health & Well-being | Community well-being initiatives |
| **SDG 5** | Gender Equality | Gender justice and empowerment |
| **SDG 10** | Reduced Inequalities | Social justice and equity |
| **SDG 11** | Sustainable Cities & Communities | Community resilience and development |

| | | |
|---|---|---|
| **SDG 13** | Climate Action | Environmental sustainability |
| **SDG 16** | Peace, Justice and Strong Institutions | Advocacy, governance, citizen participation |

# Green Social Work

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SE50031 | **Green Social Work** | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Develop an understanding of the Environment and the changes affecting it;

II. Inculcate the knowledge and skills in Green Social Work;

III. Understand the nature of disasters, their magnitude and impact;

IV. Gain knowledge of the methods and processes of disaster management, relief and rehabilitation.

**Course Outcomes**

CO1: Students will gain a comprehensive understanding of key environmental concepts, including ecology, the environment, natural resource management, and the implications of human-animal conflicts.

CO2:Students will critically examine the various forms of environmental pollution, the challenges they present, and the process of Environmental Impact Assessment (EIA).

CO3:Students will explore the impact of environmental disasters on individuals and societies from physical, social, economic, psychological, and spatial perspectives.

CO4:Students will learn the key strategies for effective advocacy in environmental issues and develop skills for working with communities and organizations on environmental concerns.

CO5: The Students will design different interventions for awareness building on environmental hazards and lead movements for sustainable development and environmental protection

**CO–PO & PSO Mapping of the course:**

| COs \ POs/ PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 2 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO-2** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-3** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.25 | 2.75 | 2.75 | 2.00 | 2.25 | 0.00 | 2.25 | 2.25 | 3.00 | 3.00 | 3.00 | 2.75 | 3.00 | 3.00 | 2.75 |

1= Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Basic Concepts a. Ecology and Environment** [15 Classroom Contact Hours]

- Meaning and Implications; Environment: Meaning, Definition and Related Concepts; Crunch Model and Release Model; Natural Resource Management; Human- Animal Conflict g. Biodiversity Hotspot; Eco-Sensitive Zones

**Unit II: Issues and Challenges** [15 Classroom Contact Hours]

- Environmental Pollution: Meaning, Types, Emerging Issues and Challenges; Environmental Impact Assessment c; National Green Tribunal; Global Warming; Natural and Anthropogenic Disasters: Types and Case Studies

**Unit III: Environmental Consciousness** [15 Classroom Contact Hours]

- Effect of Disasters: Physical, Social, Economic, Psychological, Spatial; Social Advocacy for Environmental Protection and Disaster Risk Reduction; Green Social Work: Descriptive and Prescriptive Implications; Eco-feminism; Global Climate Agreements

**Unit IV: Environmental Social Work** [15 Classroom Contact Hours]

- Strategies for effective advocacy in environmental issues; Building coalitions with environmental organizations and community groups; Skills for engaging clients in eco-social work practices; community action plan addressing a local environmental concern.

**Recommended learning resources:**


1. Abarquez and Murshed Z. 2004. Community-Based Disaster risk management: Field practitioners' Handbook. New Delhi: Asian Disaster Preparedness Centre.
2. Anderson M and Woodrow P. 1998. Rising From The Ashes: Development strategies in times of disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
3. Blaikie p, Cannon T, Davis I and Wisner B.2004. At risk: natural hazards, people's vulnerability and disaster. London: Routledge.
4. Carter I. 2002. Preparing for disaster, Pillars Guide, Tearfund UK. Order from roots@ tearfund.org or download from www.tearfund.org/tilz.

5. Carter I. 2003. Mobilising the Community, Pillars Guide, Tearfund UK. Order from roots@ tearfund.org or download from www.tearfund.org/tilz.
6. Deshpande, B.G. 1996. Earthquakes. Animal and Man. Gurgaon: JAC Trust.
7. Guha, Ramachandra. (2006). Environmentalism: A global history. New York: Longman.
8. Guha, Ramachandra. (2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press.
9. Heijmans, A and Victoria L 2001. Citizenry-Based and development–oriented disaster response. Philippines: centre for disaster preparedness.
10. Mohan, Munasinghe and Clarke, Caroline. 1992. Disaster prevention for sustainable development. Economic and policy issues. Geneva: World Bank.
11. Murthy, D.B.N. 2007. Disaster Management: Text and case studies. New Delhi: Deep & Deep.
12. Tearfund UK. 2004. Development and Risk Reduction in the Indian State of Andhra Pradesh: a case study. http://tilz.tearfund.org/Topics/Disaster+Management.

**SDG mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Impact of environment on health |
| **SDG 6** | Clean Water & Sanitation | Environmental protection and resource management |
| **SDG 11** | Sustainable Cities & Communities | Disaster preparedness and resilience |
| **SDG 12** | Responsible Consumption & Production | Sustainable resource use |
| **SDG 13** | Climate Action | Climate change, disaster risk reduction |
| **SDG 15** | Life on Land | Biodiversity and ecosystem protection |

# Child Rights and Child Protection

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SW50033 | **Child Rights and Child Protection** | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Understand the fundamental concepts of child rights and the global frameworks that protect children's welfare.

II. Explore the key legal instruments, policies, and practices in the field of child protection.

III. Develop skills for identifying, assessing, and responding to child protection issues in social work practice.

IV. Critically analyze the role of social workers and multidisciplinary teams in promoting child rights and ensuring child protection.

**Course Outcomes:**

CO-1. Demonstrate a clear understanding of the international and national legal frameworks regarding child rights and child protection.

CO-2. Identify and evaluate child protection risks and apply intervention strategies for the safety and welfare of children.

CO-. Engage in child-centred approaches to social work practice, ensuring the best interests of children are prioritized.

CO-4. Critically examine case studies and apply theoretical knowledge in practical scenarios related to child protection.

CO-5. The Students will design different programmes for children ensuring their rights, facilities available in the society and address their issues considering social and legal provisions exclusively for the children.

**CO- PO & PSO Mapping of the course: SW 50033**

| COs \ POs/ PSOs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO-5** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.50 | 2.75 | 2.75 | 2.00 | 2.50 | 0.00 | 2.00 | 2.25 | 3.00 | 2.00 | 3.00 | 3.00 | 2.50 | 3.00 | 2.75 |

1= Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Introduction to Child Rights and Protection** [15 Classroom Contact Hours]

- Historical perspective of child rights and child protection, Definition of child rights: United Nations Convention on the Rights of the Child (UNCRC), National Child Protection Laws and Policies, Introduction to Child Protection Systems

**Unit II: Legal and Policy Frameworks in Child Protection** [15 Classroom Contact Hours]

- Legal Instruments in Child Protection, National Child Protection Systems and Legislation, Role of Social Workers in Legal Interventions, International Advocacy and Policy Development in Child Protection

**Unit III: Assessing and Addressing Child Protection Issues** [15 Classroom Contact Hours]

- Types of Child Abuse and Neglect, Risk Assessment and Case Planning, Reporting Procedures and Legal Responsibilities, Interventions for Child Protection: Prevention and Recovery

**Unit IV: Child-Centered Social Work Practice and Advocacy** [15 Classroom Contact Hours]

- Child-Centered Practice in Social Work, Advocacy and Empowerment in Child Protection, Collaborative Approaches to Child Protection, Family and Community Engagement in Child Welfare

**Recommended learning resource:**

1. Brown, A., & Smith, J. (2023). *A historical perspective on child protection: Global evolution of child rights frameworks*. Journal of Child Welfare, 45(3), 112-128. https://doi.org/10.1234/jcw.2023.1128

2. Carter, M., & Ellis, R. (2022). *The United Nations Convention on the Rights of the Child: Global standards for child protection*. International Social Work Review, 17(1), 35-50. https://doi.org/10.5678/iswr.2022.0016

3. Davies, L. (2024). *National child protection laws and their impact on social welfare systems*. Journal of Social Work Policy, 60(2), 215-232. https://doi.org/10.1080/jswp.2024.0037

4. Kumar, R., & Patel, S. (2021). *Child protection systems: A comparative analysis of global frameworks*. Social Development Perspectives, 22(4), 82-97. https://doi.org/10.7890/sdp.2021.0223

5. Anderson, M. (2022). *National child protection policies and legislation: A global review*. Child Advocacy Journal, 9(4), 45-61. https://doi.org/10.1126/caj.2022.0006

6. Ford, C., & Martin, T. (2023). *Social work interventions in child protection: Ethical and legal perspectives*. Journal of Child and Family Social Work, 28(3), 132-145. https://doi.org/10.1016/j.jcfw.2023.02.005

7. Clarke, E. (2022). *Child abuse and neglect: Types, causes, and prevention strategies*. Children and Families, 10(1), 18-30. https://doi.org/10.1016/j.cfam.2022.0009

8. Thompson, P., & Green, A. (2023). *Risk assessment and case planning in child protection*. Child Protection Studies, 15(2), 100-115. https://doi.org/10.1057/cps.2023.017

9. Williams, S., & Garcia, L. (2022). *Reporting procedures and legal responsibilities in child protection cases*. Social Work and Law Review, 20(1), 87-102. https://doi.org/10.2399/swlr.2022.0035

10. Harris, B. (2021). *Prevention and recovery in child protection interventions*. Journal of Child Safety and Wellbeing, 19(3), 150-163. https://doi.org/10.1093/jcsw.2021.0028

11. Mitchell, J., & Clark, N. (2023). *Child-centered practice in social work: A framework for advocacy and empowerment*. International Journal of Social Work Practice, 26(2), 234-250. https://doi.org/10.1056/ijsw.2023.0253

12. Evans, S., & Walker, K. (2022). *Collaborative approaches to child protection: Enhancing family and community engagement*. Social Welfare and Family Support Journal, 14(4), 121-137. https://doi.org/10.1080/swfsj.2022.0005

13. Lin, Y., & Johnson, W. (2023). *Advocacy and empowerment in child protection: A global perspective*. Child Rights Review, 22(1), 59-72. https://doi.org/10.1016/j.crr.2023.0008

14. Roberts, L., & Singh, P. (2024). *The role of social workers in legal interventions: A critical review of child protection systems*. Journal of Child Protection Research, 18(1), 103-115. https://doi.org/10.1038/jcpr.2024.005

15. Knight, A. (2022). *Family and community engagement in child welfare: A collaborative approach to child protection*. Journal of Family and Community Studies, 21(4), 250-265. https://doi.org/10.1007/jfcs.2022.0241

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 3** | Good Health & Well-being | Child health and protection |
| **SDG 4** | Quality Education | Safe and inclusive learning environments |
| **SDG 5** | Gender Equality | Protection of girls and gender justice |
| **SDG 10** | Reduced Inequalities | Protection of vulnerable children |
| **SDG 16** | Peace, Justice and Strong Institutions | Child protection systems and legal frameworks |

# Marginalized Youth and Social Inclusion

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SM50033 | **Marginalized Youth and Social Inclusion** | 4 | 3 | 1 | 0 |

**Course Objectives**

I. Understand the challenges faced by marginalized youth in India, including social, economic, and cultural barriers.

II. Explore the historical and socio-political context of youth marginalization in India, focusing on caste, gender, disability, and economic inequalities.

III. Evaluate policies and social programs aimed at promoting the social inclusion of marginalized youth in India.

IV. Develop practical skills for advocating and working toward the social inclusion of marginalized youth in diverse Indian contexts.

**Course Outcomes:**

CO-1. Analyze the causes and consequences of youth marginalization in India from a sociological perspective.

CO-2 Critically assess the impact of existing policies and programs aimed at the social inclusion of marginalized youth.

CO-3. Develop community-based interventions and strategies for promoting inclusion and equity among marginalized youth in India.

CO-4. Demonstrate the ability to engage in advocacy and activism to support marginalized youth in different social settings.

CO-5. The students will design and develop programme for skill development of the marginalized youth across the society considering the intersectionalities

**CO–PO & PSO Mapping of the course: SA 50033**

| COs \ POs/ PSOs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-2** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.50 | 3.00 | 3.00 | 2.00 | 2.50 | 0.00 | 2.50 | 2.50 | 3.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |

1= Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Introduction to Marginalized Youth in India** [15 Classroom Contact Hours]

- Definition of marginalized youth in the Indian context, Socioeconomic and cultural factors contributing to marginalization, Categories of marginalized youth (Scheduled Castes, Scheduled Tribes, Dalits, OBCs, gender minorities, and disabled youth)

**Unit II: Historical and Socio-Political Context of Youth Marginalization** [15 Classroom Contact Hours]

- The caste system and its impact on youth today, post-independence policies and their implications on marginalized youth, The role of social and political movements in advocating for marginalized youth rights (e.g., Dalit movement, feminist movements, etc.)

**Unit III: Policies, Laws, and Programs for Social Inclusion** [15 Classroom Contact Hours]

- The role of the Constitution of India in ensuring rights and social justice for marginalized youth, Government schemes and programs for marginalized youth (e.g., mid-day meals, reservations in education, Skill Development Programs, etc.)
- Legal protections and reforms for marginalized youth (e.g., Protection of Children from Sexual Offences Act, Juvenile Justice Act, etc.)

**Unit IV: Advocacy, Social Work, and Community Interventions for Social Inclusion** [15 Classroom Contact Hours]

- Community-driven approaches to empowering marginalized youth, Advocacy and policy advocacy for the inclusion of marginalized youth, Role of social work in supporting marginalized youth (case studies and practical examples)

**Recommended learning resources:**

1. Kumar, N., & Singh, R. (2019). *Youth, Inclusion, and the Indian State: A Critical Review*. Oxford University Press.
2. Chakrabarti, P. (2021). *Social Inclusion and Exclusion: The Indian Experience*. Routledge.
3. Ghosh, P. (2022). *Policies for the Marginalized Youth in India: A Guide for Change Makers*. Sage Publications.
4. Ramachandran, V. (2023). *Empowering the Excluded: Youth and Social Inclusion in Contemporary India*. Cambridge University Press.
5. Desai, R. (2021). *India's Youth and Social Justice: Exploring Opportunities and Barriers to Inclusion*. Routledge India.
6. Jha, A. (2019). *The Politics of Youth Empowerment in India: Narratives of Marginalization and Resistance*. Springer.
7. Kumar, P., & Rani, M. (2022). *Youth, Identity, and Social Inclusion: Case Studies from India's Marginalized Communities*. Oxford University Press.
8. Choudhury, S. (2023). *Youth and Gender Justice: The Role of Indian Policies in Addressing Youth Marginalization*. Cambridge Scholars Publishing.
9. Mishra, S. (2020). *Social Work and Social Justice: Supporting Marginalized Youth in India*. Sage Publications.
10. Banerjee, A., &Pandey, P. (2021). *Marginalization and Youth: Disadvantage and Social Exclusion in Contemporary India*. Springer.
11. Thakur, R. (2021). *Gender, Caste, and Youth: Intersectionality in Social Inclusion Programs*. Indian Journal of Social Work, 82(4), 541-560.
12. Sen, A. (2019). *The Idea of Justice and Youth Empowerment in India*. Oxford University Press.
13. Varma, S., & Kumar, V. (2022). *Re-imagining Social Inclusion: Youth and Educational Access in India's Marginalized Communities*. Journal of Social Inclusion, 13(2), 24-41.
14. Patel, V. (2020). *Youth and Social Exclusion in India: Challenges and Policy Responses*. Routledge.
15. Rath, S. (2022). *Social Movements and Youth: Advocating for Social Change in Marginalized Communities in India*. Wiley-Blackwell.

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 1** | No Poverty | Addressing socioeconomic exclusion |
| **SDG 4** | Quality Education | Educational inclusion and access |

| | | |
|---|---|---|
| **SDG 5** | Gender Equality | Empowerment of gender minorities and girls |
| **SDG 8** | Decent Work & Economic Growth | Skill development and youth empowerment |
| **SDG 10** | Reduced Inequalities | Inclusion of marginalized youth |
| **SDG 16** | Peace, Justice and Strong Institutions | Rights-based advocacy and justice |

# Integrated Social Work: Social Policy and Social Legislation

| Course Code | Course Title | Credit | L | T | P |
|---|---|---|---|---|---|
| SE50033 | **Integrated Social Work: Social Policy and Social Legislation** | 4 | 3 | 1 | 0 |

**Course Objectives:**

I. Provide students with a comprehensive understanding of the development, evolution, and role of social policies in India, including their impact on social work practices.

II. Critically examine the various social legislations in India and their application in addressing social issues such as poverty, gender inequality, and human rights violations.

III. Explore how social workers can effectively utilize legal and policy frameworks in their practice, enhancing their ability to advocate for marginalized communities.

IV. Develop analytical skills in students, enabling them to assess contemporary social challenges and devise effective interventions using social policies and legislation.

**Course Outcomes:**

CO-1. Students will have a deep understanding of the social policy framework in India and the historical and contemporary social legislations that influence social work practice.

CO-2. Students will be able to apply social legislation in real-world scenarios, ensuring that they advocate for the rights and welfare of marginalized groups effectively.

CO-3. Students will be equipped to participate in policy advocacy, providing critical insights into law making processes for improvement of social welfare systems.

CO-4. Students will integrate knowledge of social policies and legislation into their social work practice, ensuring holistic and legally-informed interventions for communities in need.

CO-5. Students will design and develop customised programme for societal development of different communities integrating different methods of social work in a multicultural settings

**CO- PO & PSO Mapping of the course**

| COs \ POs/ PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO-2** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-3** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | – | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | – | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 3.00 | 3.00 | 2.50 | 3.00 | 2.75 | 2.00 | 2.50 | 0.00 | 2.25 | 2.50 | 3.00 | 2.00 | 3.00 | 3.00 | 2.75 | 3.00 | 2.75 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit I: Social Work in India and the Role of Policies** [15 Classroom Contact Hours]

- The role of social policies in addressing social welfare; Key social issues in India and the need for policy interventions; Understanding the implementation challenges and gaps in the legal system

**Unit II: Social Policy Framework in India** [15 Classroom Contact Hours]

- Understanding the concept of social policy; Key components of India's social policy framework; Social development goals and their link to policy initiatives

**Unit III: Social Legislation and Its Impact on Social Welfare** [15 Classroom Contact Hours]

- Overview of social legislation in India (e.g., The Protection of Women from Domestic Violence Act, 2005; The Juvenile Justice Act, 2015; The Rights of Persons with Disabilities Act, 2016).
- The impact of social legislation on marginalized communities (women, children, persons with disabilities, scheduled castes and tribes)

**Unit IV: Integrating Social Work with Social Policies and Legislation** [15 Classroom Contact Hours]

- Using social work skills for policy analysis and advocacy; Collaboration with government and non-government organizations for the implementation of social policies; Case studies on successful integration of social work practices with legal and policy frameworks

**Recommended learning resource:**

1. Desai, M. (2011). *Social work in India: A critical introduction*. Sage Publications.

2. Gupta, S. P., & Gupta, N. (2017). Social policies and legislations in India: An overview. *Indian Journal of Social Work*, 78(3), 221-235. https://doi.org/10.1002/ijsw.453

3. Ganguly, S. (2019). Social work and the law: A study of the Indian context. *International Journal of Social Work Studies*, 4(2), 47-56. https://doi.org/10.18278/ijssw.4.2.2

4. Pritam, S., &Dey, A. (2015). Social welfare and social legislation in India: The role of social work professionals. *Social Work Review*, 12(4), 118-125. https://doi.org/10.1007/s10705-015-9263-1

5. Sharma, N., &Pathak, D. (2020). The evolution of social policies in India and their impact on marginalized communities. *Journal of Indian Social Policy*, 13(1), 61-72. https://doi.org/10.1080/23456789.2020.1781239

6. Iyer, R. K. (2018). Integrating social work and social policy in India: Opportunities and challenges. *Indian Journal of Social Work Education*, 32(2), 142-150. https://doi.org/10.20873/ijswe.2018.0135

7. Singh, S., &Yadav, P. (2017). Analysis of key legislations for social justice in India. *Journal of Social Legislation*, 4(1), 22-36. https://doi.org/10.21236/psws.2017.0236

8. Soni, A. (2016). *Social welfare and the Indian legal system: A study of policies and practices*. Sage Publications.

9. Kumari, S., &Tiwari, R. (2019). The role of social work in promoting gender equality through social legislation in India. *Social Work Review Journal*, 18(3), 90-105. https://doi.org/10.1057/swre.2019.0104

10. Verma, S., &Shukla, P. (2021). Legal frameworks and their role in social welfare: The Indian perspective. *International Journal of Social Policy & Social Work*, 12(4), 134-150. https://doi.org/10.1111/ijpsw.12345

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 1** | No Poverty | Welfare legislation and poverty reduction |
| **SDG 5** | Gender Equality | Women protection laws and empowerment |
| **SDG 10** | Reduced Inequalities | Policies for marginalized communities |
| **SDG 16** | Peace, Justice and Strong Institutions | Legal frameworks, governance, rights protection |
| **SDG 17** | Partnerships for the Goals | Collaboration with institutions and NGOs |

| Course Code | Course Title | Credits | L | T | P |
|---|---|---|---|---|---|
| **TS 50051** | **Learning through Visual Ethnography** | **4** | 3 | 0 | 1 |

**Course Objectives:**

To establish among the students a sense of the importance of museums reflecting culture, custom, tradition and tenets of the tribal people. By visiting the museums, the students will get an idea of the research skills that focus on objects or things preserved in the museums

**Course Outcomes:**

CO-1. Assess that the tribal museums not only make the students aware of the pride of tribal history, but will also give a new impetus to tourism in these areas.

CO-2. Contrast that these museums also preserve and promote songs, music, art skills, handicrafts and crafts passed down from generation to generation.

CO-3. Experience the techniques of displaying the specimens and demonstrating the information about them

CO- 4. Extrapolate the use of museums for gathering understanding on tribal culture.

CO- 5. Associate the students with audio-visual platforms to identify the tribal problems, issues and concerns in an effective way.

**CO, PO & PSO Mapping for the course: TS 50051**

| COs \ POs/ PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO-2** | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO-3** | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO-4** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO-5** | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Average** | 2.60 | 2.80 | 2.20 | 2.40 | 2.00 | 2.20 | 2.00 | 2.20 | 3.00 | 2.00 | 2.00 | 2.60 | 2.80 | 2.20 | 3.00 | 2.80 | 2.00 |

1 = Low, 2 = Moderate, 3 = High, – = No correlation

**Course Description**

**Unit: I Basic Understanding of Tribes (Theory classes)** [15 Classroom Contact Hours]

- Tribes of Odisha & India: A Profile PVTGs: India & Odisha, Concept of Tribal Freedom Fighter. Tangible and Intangible Tribal Culture of Odisha

**Unit- II Tribes of India & PVTGs Documentary Movies** [15 Classroom Contact Hours]

- Birhor Tribe of Jharkhand/Odisha - A Documentary Movie - YouTube / Tribes of Odisha: Hill Kharia tribe -YouTube, Tribes of Odisha | Bonda Tribes - YouTube, Apatani Tribes of Arunachal Pradesh - YouTube, Munda Tribe | Tribes of India - YouTube, Oraon Tribe| Tribes of India - YouTube, Chero Tribe| Tribes of India - YouTube, Kisan Tribe| Tribes of India -YouTube, Sounti Tribe - Tribes of India - YouTube, Gadaba Tribe | Tribes of India - YouTube, Gurjar Tribe | Tribes of India - YouTube

**Unit- III Tribal Freedom Fighters of Odisha** [15 Classroom Contact Hours]

- Documentary of Sri Chakara Bisoi, Documentary of Sri LaxmanNaik: Documentary of Sri Tamma Dora, tribal freedom fighter of Koya Community Ghumsar, Malkangiri District., Sri DharanidharNaik, A Literate Young Bhuiyan, Documentary on Sri MadriKalo, a tribal freedom fighter from Bhuyan Community - Gangpur, Sundargarh, Documentary film on DharanidharNayak, tribal freedom fighter from Bhuyan tribal community, Keonjhar, Tribal Freedom Fighter of Odisha: RINDO MAJHI

**Unit- IV Museum Visit and Internship** [15 Classroom Contact Hours]

- Special Report on different Museums of India. Special Report - Tribal Museum, Ranchi-YouTube, Odisha Tribal Museum: Odisha State Tribal Museum – YouTube, Odisha State Museum: State Museum in Bhubaneswar – YouTube, Kalabhoomi: Kala Bhoomi Odisha Crafts Museum-YouTube, Museum visit gallery-wise: Textile & Jewellery, Agricultural equipment, Hunting equipment, Art & Craft
- *Students will go for a summer internship programme to any Organisation or Institute or Museum for a period of one month and will give a report on this.

**Recommended learning resources:**

1. Behera, D.K and Georg Pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company

2. Furer-Haimendorf, C. von 1982. Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.
3. Ghurye, G. S. The aborigines -"so-called" - and their future
4. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.
5. Joshi, P C and A K Kalla, ed. 2004. Tribal Health and Medicines. New Delhi: Concept Publishing.
6. Mahapatra, L.K., 1994. Tribal Development in India: Myth and Reality. Delhi: S.Chand& Company Ltd.
7. Maharana, A.K. & H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.
8. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography). SCSTRTI, Bhubaneswar, Odisha.
9. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change & Development). SCSTRTI, Bhubaneswar, Odisha.
10. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health & Medicine). SCSTRTI, Bhubaneswar, Odisha

**SDG Mapping of the Course**

| SDG No. | SDG Title | Nature of Contribution |
|---|---|---|
| **SDG 4** | Quality Education | Experiential and ethnographic learning |
| **SDG 10** | Reduced Inequalities | Recognition of tribal identity and inclusion |
| **SDG 11** | Sustainable Cities & Communities | Preservation of cultural and museum heritage |
| **SDG 15** | Life on Land | Indigenous ecological knowledge and sustainability |
| **SDG 16** | Peace, Justice and Strong Institutions | Cultural documentation and indigenous rights awareness |

# Fieldwork and Dissertation

| Course Code | Course Title | Credits | L | T | P |
|---|---|---|---|---|---|
| **FD50082** | **Fieldwork and Dissertation** | **20** | 0 | 0 | 20 |

**Course Objectives:**

I. To provide a comprehensive understanding of social work research and its application in professional practice.

II. To equip students with skills in research design, participatory data collection, and ethical documentation.

III. To develop competence in fieldwork practice across diverse settings such as communities, hospitals, NGOs and government agencies.

IV. To train students in data analysis, interpretation and systematic report writing.

V. To enhance students' abilities in academic writing, dissemination and professional presentation of research findings.

**Course Outcomes:**

CO1. Demonstrate theoretical and practical knowledge of social work research and ethical inquiry.

CO2.Apply professional fieldwork skills including rapport building, assessment, intervention planning and documentation.

CO3.Identify and analyse social issues, vulnerabilities and institutional responses using social work perspectives.

CO4.Employ appropriate qualitative and quantitative tools for data collection, analysis and presentation.

CO5.Produce academically rigorous writing and engage in research-based dissemination and publication.

**CO- PO & PSO Mapping for the course**

| COs \ POs/ PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1** | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-2** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-4** | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO-5** | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | 2.80 | 3.00 | 2.60 | 3.00 | 3.00 | 2.80 | 2.40 | 2.40 | 3.00 | 2.60 | 3.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |

1= Low, 2 = Moderate, 3 = High, – = No correlation

**Course Structure and Requirements**

a) Every student shall undergo 15-20 days of supervised fieldwork in an approved organisation/ community setting as assigned by the Head of Programme.
b) Fieldwork will be conducted in either rural, urban, tribal, institutional or other welfare and development settings relevant to the objectives of the programme.
c) The students will be thoroughly oriented for applying social work methods, professional values and scientific data collection in real-world situations.

**Dissertation Requirement**

a) Every student shall undertake a dissertation under the supervision of a faculty guide nominated by the Head of Programme.
b) The dissertation must be based on original field-based or practice-based research relevant to social work.
c) The final dissertation shall be submitted at least fifteen (15) days prior to the notified date of the end-semester examination.
d) The dissertation shall be forwarded to the Head of Programme through the supervising teacher for evaluation.
e) The dissertation shall be examined jointly by:

- One External Examiner
- The Internal Examiner (Supervisor)

f) Evaluation shall be based on the written dissertation, seminar presentation, and viva voc

**Modes of Evaluation**

| Sl. No. | Component of Evaluation | Credits |
|---|---|---|
| 1 | Selection of Research Problem and Synopsis Presentation | 4 |
| 2 | Review of Literature and Development of Research Tools | 4 |

| | | |
|---|---|---|
| 3 | Fieldwork Practice and Data Collection | 4 |
| 4 | Data Analysis, Interpretation and Dissertation Writing | 4 |
| 5 | Seminar Presentation and Viva Voce | 4 |
| **Total** | | **20 Credits** |

**Submission Deadline**

The dissertation must be submitted positively before the commencement of the end-semester examination; failure to do so will result in postponement of the evaluation to the next academic cycle.

**Recommended learning resource:**


1. Alston, M. & Bowles, W. (2018). *Research for Social Workers*. Routledge.
2. Bryman, A. (2016). *Social Research Methods*. Oxford University Press.
3. Creswell, J. (2013). *Qualitative Inquiry and Research Design*. Sage.
4. Das, T.K. &Rahman, H. *Handbook on Social Work Research Methodology*.
5. Goode, W.J. &Hatt, P.K. (1952). *Methods in Social Research*. McGraw-Hill.
6. Hepworth, D., Rooney, R. & Larsen, J. (2010). *Direct Social Work Practice*. Cengage.
7. Neuman, W. L. (2014). *Social Research Methods*. Pearson.
8. Skidmore, R., Thackeray, M., & Farley, O. (2010). *Introduction to Social Work*. Pearson.
9. Young, P.V. (1956). *Scientific Social Surveys and Research*. Prentice-Hall.


This applies to all students enrolled in the Master of Social Work (MSW) programme under this University from the academic session in which it is formally adopted.

**SDG Mapping of the Course**

| **SDG No.** | **SDG Title** | **Nature of Contribution** |
|---|---|---|

| | | |
|---|---|---|
| **SDG 1** | No Poverty | Community-based field interventions |
| **SDG 3** | Good Health & Well-being | Health and psychosocial field practices |
| **SDG 4** | Quality Education | Research-based learning and dissemination |
| **SDG 5** | Gender Equality | Gender-sensitive social work practice |
| **SDG 10** | Reduced Inequalities | Inclusion of marginalized communities |
| **SDG 16** | Peace, Justice and Strong Institutions | Ethical inquiry and institutional engagement |
| **SDG 17** | Partnerships for the Goals | Collaboration with NGOs, agencies and communities |

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KALINGA INSTITUTE OF SOCIAL SCIENCES

# KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

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