KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN SOCIAL WORK

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2024-2025



DEPARTMENT OF SOCIAL WORK

SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS

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: BA Social Work

Programme Type: Undergraduate (As per NEP 2020 framework

Programme Description

The Programme, B.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 Department 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.

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

Course Credit Scheme for Single Major with research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	—	1 (Internship) / 2	22
VI	4 / 16	1 / 4	—	—	—	—	—	—	20
VII	4 / 16	1 / 4	—	—	—	—	—	—	20
VIII	1 / 4	1 / 4	—	—	—	—	—	1 (Dissertation) / 12	20
Total	**21 / 82**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	—	**2 / 14**	**162**

Course Credit Scheme for Single Major without research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	—	1 / 2(Internship)	22
VI	4 / 16	1 / 4	—	—	—	—	—	—	20
VII	4 / 16	1 / 4	—	—	—	—	—	—	20
VIII	4 / 16	1 / 4	—	—	—	—	—	—	20

Total	**24 / 94**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	—	**1 / 2**	**162**

Course Credit Scheme for Double Major with Research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major (No./Credits)	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	3 / 12	1 (Internship) / 2	34
VI	4 / 16	1 / 4	—	—	—	—	3 / 12	—	32
VII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
VIII	1 / 4	1 / 4	—	—	—	—	1 / 4	1 (Dissertation) / 12	24
Total	**21 / 82**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	**8 / 32**	**2 / 14**	**194**

Course Credit Scheme for Double Major without Research Programme

Semester	Major (No./Credits)	Minor (No./Credits)	MDC (No./Credits)	AEC (No./Credits)	SEC (No./Credits)	VAC (No./Credits)	Double Major (No./Credits)	Research / Internship (No./Credits)	Grand Total Credits
I	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	1 / 4	—	—	20
II	1 / 4	1 / 4	1 / 3	1 / 2	1 / 3	2 / 4	—	—	20
III	2 / 8	1 / 4	1 / 3	1 / 2	1 / 3	—	—	—	20
IV	4 / 14	1 / 4	—	1 / 2	—	—	—	—	20
V	4 / 16	1 / 4	—	—	—	—	3 / 12	1 (Internship) / 2	34
VI	4 / 16	1 / 4	—	—	—	—	3 / 12	—	32
VII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
VIII	4 / 16	1 / 4	—	—	—	—	1 / 4	—	24
Total	**24 / 94**	**8 / 32**	**3 / 9**	**4 / 8**	**3 / 9**	**3 / 8**	**8 / 32**	**2 / 14**	**194**

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

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	1	4	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		82		32		9		8		23		8	162

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 +2 (Higher Secondary) or equivalent examination from a recognized Board or Institution, preferably from 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 in Odia script but language has to beSanskrit.

Duration of the Examinations-Mid Semester & End Semester

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

Each School has a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

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 in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student whofailstoappearinaMid-SemesterExaminationwillbeallowedonemorechancetotake the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

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 answer Script of the End Semester examination for 06 months from the date of publication of the result for reference.

e) A student has to appear for the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination 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).***

Distribution of Marks in End Semester and Continuous Evaluation:
(Irrespective of credit in a course/Paper)

CourseType	Maximum Marks	Semester-EndtheoryMark	ContinuesEvaluationMarks/Sessional	MidSemestertheoryMark	Semester-EndandPracticalmark	MidSemesterPracticalMark
Without Practical	100	60	20	20	----	--
With Practical	100	50	10	10	20	10
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

Distribution of Sessional 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	WithoutPractica

			l
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 Answer any 5 out of 7 question (without practical)	2x3=6	2x5=10
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.	2x1=2	2x2=4

	Answerany1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)		
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)."

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during

			summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII)	UG Honours / Honours with Research	Level 6.0	~160

Programme Educational Objectives (PEOs)

PEO-1: Demonstrate ethical, professional, and culturally responsive behaviour in social work practice and uphold professional standards and accountability.

PEO-2: Use critical thinking and reflective judgment to assess complex social problems and communicate evidence-based decisions in practice.

PEO-3: Integrate research and practice by applying research methods, using evidence to inform interventions, and translating practice experience into research inquiry.

PEO-4: Assess, plan, intervene, and evaluate with individuals, families, groups, organizations, and communities, demonstrating sensitivity, resourcefulness, and competence in diverse settings.

PEO-5: Foster innovation and interdisciplinary collaboration by promoting applied research, program design, and product development that address social needs and contribute to community well-being and national development.

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)

PSO-1: Produce professionally trained social work graduates prepared to contribute effectively to social welfare, community development, and allied sectors at micro, mezzo, and macro levels.

PSO-2: Foster critical and creative thinking that enables students to apply social work theories, methods, and principles to assess problems and design context-appropriate interventions.

PSO-3: Promote interdisciplinary understanding and analytical skills to examine social problems, developmental challenges, and community realities from multiple perspectives.

PSO-4: Build competencies in social work values, ethics, and professional conduct for working respectfully and effectively with diverse, marginalized, and vulnerable populations.

PSO-5: Equip students with practical skills, tools, and models to plan, implement, monitor, and evaluate interventions that advance social change and sustainable development.

Course Structure of the Undergraduate Programme-Semester-I

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-1	**SW10001**	Introduction to Social Work	4	3	1	0
Minor Courser-1	**SW12001**	Social Work Practice	4	3	1	0
Multidisciplinary (MDC-1)	**SW13001**	Contemporary Social Problems	3	2	1	0
Ability Enhancement Course (AEC-1) (Choose any one)	AE14001	Modern Indian Language (Odia)	2	2	0	0
	AE14003	Modern Indian Language (Hindi)	2	2	0	0
	AE14005	Modern Indian Language (Sanskrit)	2	2	0	0
	AE14007	Modern Indian Language (Santali)	2	2	0	0
	AE14009	Alternative English	2	2	0	0
Skill Enhancement Course (SEC-1)	CS15001	Information Technology and communication	3	2	0	1
Value Added Course (VAC-1)	VA16201	Environment Education and Disaster Management	4	3	0	1
		Total	**20**			

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-II

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-2	**SW10002**	History and Philosophy of Social Work	4	3	1	0
Minor Course-2	**SW12002**	Social Work Methods	4	3	1	0
Multidisciplinary course -2	**SW13002**	Vulnerable Children and their Development	3	2	1	0
Ability Enhancement Course (M.I.L) (Choose any one) (AEC-2)	**AE14002**	Translation Studies (Odia)	2	2	0	0
	AE14004	Translation Studies (Hindi)	2	2	0	0
	AE14006	Translation Studies (Sanskrit)	2	2	0	0
	AE14008	Translation Studies (Santali)	2	2	0	0
	AE14010	Translation Studies (English)	2	2	0	0
Skill Enhancement-2	**TS15002**	Skills for Social Intervention	3	2	1	0
Value Added Course -2 (Choose any)	**VA 16430**	Life Skills Education or	2	2	0	0
	VA 16484	Community Engagement and Social Responsibility	2	2	0	0
Value Added Course VAC-3 (Choose any)	**VA16118**	Social Reform through Education:Ideas of Gopabandhu Das	2	2	0	0
	VA16124	Enhancement of Active Citizenship and Democratic Values	2	2	0	0
		Total	**20**			

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-III

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-3	**SW20001**	Social Case Work	4	3	1	0
Major Course-4	**SW20003**	Social Group Work	4	3	1	0
Minor Course-3	**SW22001**	Human Rights of Indigenous Groups	4	3	1	0
Multidisciplinary Course-3)	**SW23001**	Corporate Social Responsibility	3	2	1	0
Ability Enhancement Course -3	AE24001	Communicative English	2	2	0	0
Skill Enhancement Course - 3	TS 25001	Effective Communication for Social Impact.	3	2	1	0
		Total	**20**			

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-IV

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-5	**SW20002**	Community Organization	4	3	1	0
Major Course-6	**SW20004**	Social Work Administration	4	3	1	0
Major Course-7	**SW20006**	Policy Analysis and Advocacy	4	3	1	0
Minor Course-4	**SW22002**	Sustainable Tribal Development and Environment	4	3	1	0
Major Course-8	**SW20081**	Fieldwork-I	2	0	0	2
Ability Enhancement Course -4	AE24002	Professional Communication	2	2	0	0
		Total	**20**			

Course Structure of the Undergraduate Programme-Semester-V (Single Major)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-9	**SW30001**	Human Growth and Development	4	3	1	0
Major Course-10	**SW30003**	Understanding Indian Society	4	3	1	0
Major Course-11	**SW30005**	Community Health and Social Work	4	3	1	0
Major Course-12	**SW30007**	Social Legislation and Social Work	4	3	1	0
Minor Course -5	**SW32001**	Social Work in Rehabilitation	4	3	1	0
Internship	**IP37081**	Internship	2	0	0	2
		Total	**22**			

Course Structure of the Undergraduate Programme-Semester-V (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Major Course-9	SW30001	Human Growth and Development	3	1	0	4
Major Course-10	SW30003	Understanding Indian Society	3	1	0	4
Major Course-11	SW30005	Community Health and Social Work	3	1	0	4
Major Course-12	SW30007	Social Legislation and Social Work	3	1	0	4
Minor Course-5	SW32001	Social Work in Rehabilitation	3	1	0	4
Double Major-1	SW32003	Ethics and Ideology of Social Work	3	1	0	4
Double Major-2	SW32005	Social Work and Digital Wellbeing	3	1	0	4
Double Major-3	SW32007	Entrepreneurship and Social Innovation	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
		Total				**34**

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-VI (Single Major)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-13	**SW30002**	Tribal Problems in India	4	3	1	0
Major Course-14	**SW30004**	Dynamics of Development	4	3	1	0
Major Course-15	**SW30006**	Urban Community Development	4	3	1	0
Major Course-16	**SW30082**	Fieldwork-II	4	0	1	3
Minor Course -6	**SW32002**	Scheduled Tribes and Constitutional Safeguard	4	3	1	0
		Total	**20**			

Course Structure of the Undergraduate Programme-Semester-VI (Double Major)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-13	**SW30002**	Tribal Problems in India	4	3	1	0
Major Course-14	**SW30004**	Dynamics of Development	4	3	1	0
Major Course-15	**SW30006**	Urban Community Development	4	3	1	0
Major Course-16	**SW30082**	Fieldwork-II	4	0	1	3
Minor Course - 6	**SW32002**	Scheduled Tribes and Constitutional Safeguard	4	3	1	0
Double major-4	**SW32004**	Social Work with Marginalized Communities	4	3	1	0
Double major-5	**SW32006**	Rural Community Development	4	3	1	0
Double major-6	**SW32008**	Family and Child Welfare	4	3	1	0
		Total	**32**			

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-VII (Single Major)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-17	**SM40001**	Social Work Research Method	4	3	1	0
Major Course-18	**SW40005**	Social Policy and Planning	4	3	1	0
Major Course-19	**SW40007**	Medical and Psychiatry Social Work	4	3	1	0
Major Course-20	**SW40081**	Advanced Fieldwork-I	4	0	3	1
Minor Course-7	**SW42001**	Counselling in Social Work	4	3	1	0
		Total	**20**			

Course Structure of the Undergraduate Programme-Semester-VII (Double Major)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-17	**SW40001**	Social Work Research Method	4	3	1	0
Major Course-18	**SW40005**	Social Policy and Planning	4	3	1	0
Major Course-19	**SW40005**	Medical and Psychiatry Social Work	4	3	1	0
Major Course-20	**SW40081**	Advanced Fieldwork-I	4	0	1	3
Minor Course-7	**SW42001**	Counselling in Social Work	4	3	1	0
Double Major-7	**SW42003**	Gender and Social Work	4	3	1	0
		Total	**24**			

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

Course Structure of the Undergraduate Programme-Semester-VIII (Single Major without Research)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-21	**SW40002**	Digital Space in Social Work	4	3	1	0
Major Course-22	**SW40004**	Advance Theory of Social Work	4	3	1	0
Major Course-23	**SW40032**	NGO Management	4	3	1	0
Major Course-24	**SW40082**	Advanced Fieldwork-II	4	0	1	3
Minor Course-8	**SW42002**	Social Justice and Human Rights	4	3	1	0
		Total	**20**			

Course Structure of the Undergraduate Programme-Semester-VIII (Single Major with Research)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course- 21	**SW40002**	Digital Space in Social Work	4	3	1	0
Minor Course-8	**SW42002**	Social Justice and Human Rights	4	3	1	0
Dissertation	**RD40082**	Research and Dissertation	12	0	0	12
		Total	**20**			

Course Structure of the Undergraduate Programme-Semester-VIII (Double Major without research)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course- 21	**SW40002**	Digital Space in Social Work	4	3	1	0
Major Course-22	**SW40004**	Advance Theory of Social Work	4	3	1	0
Major Course-23	**SW40032**	NGO Management	4	3	1	0
Major Course-24	**SW40082**	Advanced Fieldwork-II	4	0	1	3
Minor Course-8	**SW42002**	Social Justice and Human Rights	4	3	1	0
Double Major Course-8	**SW42004**	Social Work in Practice	4	3	1	0
		Total	**24**			

Course Structure of the Undergraduate Programme-Semester-VIII (Double Major with research)

Course Category	Course Code	Course Title	Total Credit	Credits		
				L	T	P
Major Course-21	**SW40002**	Digital Space in Social Work	4	3	1	0
Minor Course-8	**SW42002**	Social Justice and Human Rights	4	3	1	0
Double Major Course-8	**SW42004**	Social Work in Practice	4	3	1	0
Dissertation	RD40082	Research and Dissertation	12	0	0	12
		Total	24			

Grand Total (Single Major) = 162 Credits

.NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

- **UG Degree (Honours with Research):** Students securing **75% or above** in the first six semesters may opt for a **12-credit Research and Dissertation** in the major discipline under faculty supervision, leading to the award of **UG Degree (Honours with Research)** upon completion of minimum **160 credits**.
- **UG Degree (Honours without Research):** Students not opting for the research shall complete **three taught major courses (12 credits)** in lieu of the Research and Dissertation, leading to the award of **UG Degree (Honours without Research)** upon completion of minimum **160 credits**.

Course Title: **Introduction to Social Work**

Course Code	Course Title	Total Credit	L-T-P
SW10001	Introduction to Social Work	4	3-1-0

Course Objectives

I. Describe the concept, definition, and historical development of social work in India.
II. Explain the key concepts of social service, social welfare, social justice, social development, social reform, social security, and social defense.
III. Analyze the nature, scope, objectives, philosophy, principles, methods, and code of ethics of social work as a profession.
IV. Apply and compare major social work theories such as role theory, problem-solving theory, Gestalt theory, strengths perspective, and ecological systems theory in understanding social issues.
V. Evaluate the contributions of modern social reformers such as Swami Vivekananda, Mahatma Gandhi, Mahatma Phule, and Dr. B.R. Ambedkar in shaping social work thought and practice.

Course Objectives

CO-1: Students will be able to demonstrate a comprehensive understanding of the historical development of social work in India, including its origins, evolution, and the impact of socio-cultural factors on its growth.

CO-2: Students will be able to analyze and interpret key concepts related to social work, such as social justice and social reform, and apply them to contemporary social issues prevalent in Indian society.

CO-3: Students will acquire the knowledge and skills necessary to engage in professional social work practice, including assessing needs, planning interventions, and evaluating outcomes, while adhering to ethical principles and values.

CO-4: Students will develop a critical understanding of various social work theories and their practical implications, enabling them to

CO-5: Apply theoretical frameworks in addressing complex social problems and advocating for positive social change.

CO-PO-PSO Mapping

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

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	1	2	2	3	1	3	3	2	3	3
CO-2	2	3	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	2	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	0	0	0	0	0	0	0	2	0	0	2	0	3	0	3	0	2
Average	2.75	3.0	2.5	2.75	2.75	2.25	2.5	1.75	2.0	2.25	3.0	1.75	3.0	3.0	2.75	3.0	3.1

Course Description

Unit I: [Understanding the Evolution of Social Work] [15 Classroom Contact Hours]

- Social Work: Concept, Definition and Historical development of Social Work in India

Unit II: [Exploring Key Concepts in Social Work] [15 Classroom Contact Hours-12]

- Concepts: Social Service, Social welfare, Social Justice, Social Development, Social Reform, Social Security and Social Defense,.

Unit III: [Professionalizing Social Work] [15 Classroom Contact Hours-12]

- Social Work as a Profession: Nature and scope, objectives, philosophy, principles, methods, code of ethics

Unit IV: [Understanding theories in Social Work] [15 Classroom Contact Hours-12]

- Social Work Theories: Role theory, Problem solving theory and Gestalt theory, strengths perspective, Ecological systems Theory.

Unit V: [Legacy of Modern Social Reformers] [15 Classroom Contact Hours-12]

- Contributions of Modern Social Reformers: Swami Vivekanand and Mahatma Gandhi, Mahatma Phule and Dr. B.R. Ambedkar.

Recommended Learning Resources

1. Chowdry P., Introduction to Social Work, New Atmaram & sons.
2. Stroup H.H., Social work Education – An Introduction to the field, Eurasia Publishing, New Delhi, 1960.
3. Wadia A.R., History and Philosophy of Social Work in India, Allied pub.
4. Srinivas, M.N. Caste in Modern India, Allied Publishing House 1962.
5. Brenda Dubois and Kalra Social Work an Empowering Profession Krogsrud Miley- (2002).

6. Bradford W. Sheafor and Charles Techniques and Guidelines for Social Work R. Horejsi, 2006 Practice, Allyn and Bacon, London.
7. Clack, G. & Asquith, S (1985) Social Work and Social Philosophy, Routledge &Kogan Paul, London.
8. Dasgupta, S Ed. (1967): Towards a Philosophy of Social Works in India, New Delhi, Popular Book Service.
9. Desai, Murli, 2006. Ideologies and social Work: Historical and Contemporary analyses, Rawat Publication, New Delhi.
10. Encyclopaedia of Social Work, Vol, 2&3. Ministry of Welfare, New Delhi.
11. Friedlander, W.A. (1958) Concepts and Methods of Social Work, Englewood Cliffs: Prentice-Hall.

SDG Mapping for this Course

SDG	**Title**	**Contribution**
SDG 1	No Poverty	Addressing poverty, unemployment, marginalization
SDG 3	Good Health & Well-being	Health, mental health, rehabilitation
SDG 4	Quality Education	Skill development and professional training
SDG 5	Gender Equality	Addressing gender violence and inequality
SDG 10	Reduced Inequalities	Work with marginalized populations
SDG 11	Sustainable Cities & Communities	Community development, homelessness
SDG 16	Peace, Justice & Strong Institutions	Social justice, governance, social action

Course Title: **Social Work Practice**

Course Code	Course Title	Total Credit	L-T-P
SW12001	Social Work Practice	4	3-1-0

Course Objectives

i. I. Explore the historical development and key defining features of social work as a profession.

ii. II. Examine various service delivery systems and social service settings.

iii. III. Differentiate primary methods (Social Case Work, Social Group Work, and Community Organization) in social work practice.

iv. IV. Identify and analyze the diverse functions and roles in social work, adopting a generalist approach and emphasizing consultancy, resource management, and education.

Course Outcomes

CO-1: They will articulate the core knowledge, values, and skills essential for competent social work practice.

CO-2: Students will be able to navigate various service delivery systems and settings effectively, understanding the complexities of funding and addressing service delivery issues.

CO-3: They will be capable of employing secondary methods (Social Welfare Administration, Social Action, and Social Research) to address systemic social issues.

CO-4: Students will demonstrate versatility in fulfilling various functions and roles within the realm of social work, including consultancy, resource management, and educational endeavours.

CO-5: Students will critically analyze complex social issues, evaluate alternative intervention strategies, and design evidence-based social work responses grounded in professional ethics, social justice, and sustainable development principles

CO-PO-PSO Mapping

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

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	1	2	2	3	1	3	3	2	3	3
CO-2	2	3	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3
CO-3	3	3	2	3	3	3	2	2	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	2.75	3.0	2.5	2.75	2.75	2.25	2.5	1.75	2.0	2.25	3.0	1.75	3.0	3.0	2.75	3.0	3.0

Course Description

Unit–I: Profession of Social Work [15 Classroom Contact Hours]

- The Emergence, historical antecedents, defining social work as a profession Social work practice: knowledge, values, skills
- Service delivery systems, social service settings, funding for services, service delivery issues

Unit-II: General methods in social work [15 Classroom Contact Hours]

- Concept of Primary Methods in Social Work (Social Case Work ,Social Group Work and Community Organization)
- Concept of Secondary Methods in social work (Social Welfare Administration, Social Action and Social Research)

Unit–III: Process and functions in Social Work Practice [15 Classroom Contact Hours]

- Empowering Processes for Social Work Practice:(1)Engagement,(2)assessment,(3)planning,(4) intervention, (5) evaluation, (6) integrating gains/termination
- Functions and roles: generalist approach, Consultancy, Resource management, Education

Unit–IV: Social Work in the Public Domain [15 Classroom Contact Hours]

- Poverty, homelessness, hunger, unemployment, Health, Rehabilitation, and Mental Health
- Families and Children, Youth, and Persons with Disabilities, criminal justice (delinquency and gender violence), Community Development, School Social Work, , Social Work with Elderly, Environmental Social Work, Social Work with Youth, Disaster Management, Corporate Social Responsibility, Working with Marginalized Groups

Recommended Learning Resources

1. SAltschuler,A.,&Kopels,S.(2003).Advocatingforchildrenwithdisabilities:What'snewwith IDEA? Social Work, 48(3), 320-329.
2. Baiocchi,G.,&Lerner,J.(2007).CouldparticipatorybudgetingworkintheUnitedStates?The Good Society, 16(1), 8-13.
3. Bell,H.(2003).Strengthsandsecondarytraumainfamilyviolencework.SocialWork,48(4), 513-522.
4. Brown,T.N.,Akiyama,M.K.,Whilet,I.K.,Jayaratne,T.E.,&Anderson,E.S.(2009).Differentia ting contemporary racial prejudice from old fashioned racial prejudice.
5. JournalofRaceandSocialProblems,1,97-110.
6. Farber,M.&Maharaj,R.(2005).Empoweringhighriskfamiliesof childrenwithdisabilities.Research on Social Work Practice, 15, 501-515.
7. Freeman,M.L.,& Valentine,D.P.(2004).ThroughtheeyesofHollywood:Imagesofsocial workers in film. Social Work, 49(2), 151-161.
8. Gibelman,M.(2004).Televisionandthepublicimageofsocialworkers:Portrayalorbetrayal? Social Work, 49(2), 331-334.
9. Hodge, D.R. (2005). Spiritual life maps: A client-centered pictorial instrument for spiritual assessment. Social Work, 50(1), 77-87.
10. Hoffpauir,S.A.,&Woodruff,L.A. (2008).Effectively responding to catastrophic events: Lessons learned from Hurricane Katrina. Family and Community Health, 31(1), 17-22.
11. International Federation of Social Workers and International Association of Schools of Social Work (2004).Ethics in social work, statement of principles. See: http://www.ifsw.orgItzhaky, H.&York,A.S.(2005).Theroleofthesocialworkerinthefaceofterrorism:Israeli community-based experience. Social Work,50(2), 141-149.

SDG Mapping for this Course

SDG	Title	Contribution
SDG 1	No Poverty	Addressing poverty, unemployment, marginalization
SDG 3	Good Health & Well-being	Health, mental health, rehabilitation
SDG 4	Quality Education	Skill development and professional training
SDG 5	Gender Equality	Addressing gender violence and inequality
SDG 10	Reduced Inequalities	Work with marginalized populations

Course Title: Contemporary Social Problems

Course Code	Course Title	Total Credit	L-T-P
SW13001	Contemporary Social Problems	3	2-1-0

Course Objectives

- **i.** Identify and explain key contemporary social problems and their historical and socio-economic roots.
- **ii.** Analyse social problems using relevant theoretical perspectives drawn from sociology, social work, and other allied disciplines.
- **iii.** Examine the impact of social problems on individuals, families, and communities, with attention to marginalized and vulnerable groups.
- **iv.** Evaluate policy measures, social welfare interventions, and community-based responses aimed at addressing contemporary social challenges.

Course Outcomes

CO1: Demonstrate understanding of the nature, causes, and dynamics of contemporary social problems.
CO2: Apply interdisciplinary frameworks to critically analyze social problems and their interlinking ages with social structure and development.
CO3: Assess the consequences of social problems on vulnerable populations and social systems.
CO4: Formulate reasoned perspectives on social interventions, policies, and advocacy strategies for addressing selected social issues.
CO5: Design evidence-based and ethically grounded intervention strategies by evaluating existing social policies, programmes, and best practices to promote social justice, sustainable development, and inclusive social change.

CO-PO-PSO Mapping

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

Os \ Os/PSO	**O1**	**O2**	**O3**	**O4**	**O5**	**O6**	**O7**	**O8**	**O9**	**O10**	**O11**	**O12**	**SO1**	**SO2**	**SO3**	**SO4**	**SO5**
CO-1	2	3	2	2	3	2	1	1	2	1	2	2	3	3	2	2	3
CO-2	2	3	2	3	3	3	2	1	2	2	3	2	3	3	3	2	3
CO-3	3	3	2	3	3	2	2	1	2	2	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3

CO-5	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3
verage	2.5	3.0	3.25	2.75	3.0	2.25	2.75	2.25	2.0	2.0	2.75	2.5	3.0	3.0	2.75	2.5	3.0

Course Description

Unit I: Understanding Social Problems [15 Classroom Contact Hours]

Concept and definitions of social problems
Historical and socio-cultural roots of social issues
Theoretical perspectives on social problems (sociological, social work, and interdisciplinary)
Processes of social change and emerging challenges

Unit II: Inequality, Marginalization, and Vulnerability [15 Classroom Contact Hours]

Poverty, unemployment, and economic disparities
Caste, ethnicity, tribe, and social exclusion
Migration, urbanization, and displacement
Gender, sexuality, and identity-based issues
minorities, tribal and indigenous communities

Unit III: Conflict, Crime, and Public Health Challenges [15 Classroom Contact Hours]

Crime, deviance, substance use, and correctional issues
Domestic violence, human trafficking, and community violence
Mental health, stress, and behavioral concerns
Public health challenges: epidemics, pandemics, and lifestyle diseases
Institutional responses and policy frameworks

Unit IV: Environment, Technology, and Global Challenges [15 Classroom Contact Hours-12]

Environmental degradation, climate change, and natural disasters
Resource conflicts and sustainability issues
Digital divide, cybercrime, and technology-mediated social issues
Globalization, demographic shifts, and humanitarian crises

Recommended Learning Resources

1. Alcock, P., May, M., & Wright, S. (Eds.). (2016). *The Student's Companion to Social Policy* (5th ed.). Wiley-Blackwell.
2. Ahuja, R. (2014). *Social Problems in India* (3rd ed.). Rawat Publications.
3. Becker, H. S. (2018). *Outsiders: Studies in the Sociology of Deviance* (2nd ed.). Free Press.
4. Dube, S. C. (1990). *Indian Society* (2nd ed.). National Book Trust.
5. Giddens, A. (2021). *Sociology* (10th ed.). Polity Press.
6. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
7. Haralambos, M., & Holborn, M. (2017). *Sociology: Themes and Perspectives* (9th ed.). Collins.
8. Kapur, D. (2020). *Navigating the Labyrinth: Perspectives on India's Higher Education*. Orient BlackSwan.
9. Macionis, J. J. (2017). *Social Problems* (7th ed.). Pearson.
10. World Health Organization. (2023). *World Health Statistics 2023: Monitoring Health for the SDGs*. WHO Press.

SDG Mapping for this Course

SDG	Title	Contribution
SDG 1	No Poverty	Poverty and inequality analysis
SDG 3	Good Health & Well-being	Public health and mental health issues
SDG 5	Gender Equality	Gender and identity-based issues
SDG 8	Decent Work & Economic Growth	Employment and migration
SDG 10	Reduced Inequalities	Marginalization and exclusion
SDG 13	Climate Action	Environmental degradation and disasters
SDG 16	Peace, Justice & Strong Institutions	Crime, justice, and governance

Course Code	Course Title	Total Credit	L	T	P
AE14001	Modern Indian Language (Odia)	2	2	0	0

Refer to Department of Odia

Course Code	Course Title	Total Credit	L	T	P
AE14003	Modern Indian Language (Hindi)	2	2	0	0

Refer to Department of Hindi

Course Code	Course Title	Total Credit	L	T	P
AE14005	Modern Indian Language (Sanskrit)	2	2	0	0

Refer to Department of Sanskrit

Course Code	Course Title	Total Credit	L	T	P
AE14007	Modern Indian Language (Santali)	2	2	0	0

Refer to Department of Santali

Course Title: Alternative English

Course Code	Course Title	Total Credit	L	T	P
AE14009	Alternative English	2	2	0	0

Refer to the Department of English (SCTLL)

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of different cultural and historical contexts.
- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar, vocabulary, comprehension, and writing skills.
- Refine communication skills, enabling students to express ideas effectively in both written and spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques, and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement, and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course Contents:

Unit I: Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

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

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

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

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

Mapping with Cross-cutting Issues

Cross-cutting Issue	**Level of Integration**	**Illustrative Components**
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings
Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Recommended Learning Resources

- Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
- Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
- O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.
- Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
- Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India), 1976**.**

- Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press), 1997.
- Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
- Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
- Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
- Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

Course Title: Information Technology and communication

Course Code	Course Title	Total Credit	L	T	P
CS15001	Information Technology and communication	3	2	0	1

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwares.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

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

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	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

- **Textbooks:**
  1. Sinha, P. K. , Computer Fundamentals, BPB Publications

2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Course Title: Environment Education and Disaster Management

Course Code	Course Title	Total Credit	L	T	P
VA16201	Environment Education and Disaster Management	4	3	0	1

Course Objectives

I. To provide students with a comprehensive understanding of environmental systems, natural resources, biodiversity, and the principles of sustainable development.
II. To develop knowledge of environmental pollution, climate change, and their ecological, social, and economic impacts.
III. To familiarize students with environmental governance, legislation, international conventions, and sustainable environmental management practices.
IV. To develop competencies in disaster risk reduction, disaster preparedness, mitigation, response, and recovery at various levels.
V. To promote environmental ethics, critical thinking, and responsible citizenship for sustainable development and disaster resilience.

Course Objectives

CO-1: Explain the concepts of ecosystems, biodiversity, natural resources, sustainable development, and human-environment interactions.

CO-2: Analyze the causes, impacts, and management strategies related to environmental pollution, climate change, and environmental degradation.

CO-3: Apply environmental laws, policies, international conventions, and sustainable management principles to address environmental challenges.

CO-4: Demonstrate knowledge of disaster risk assessment, preparedness, mitigation, response, recovery, and community-based disaster management.

CO-5**:** Evaluate environmental and disaster-related issues and propose sustainable, ethical, and evidence-based solutions for environmental conservation and disaster resilience.

CO-PO-PSO Mapping

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

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	3	2	2	2	2	3	2
CO2	2	3	2	3	3	2	1	1	2	2	3	2	2	3	2	3	2
CO3	3	2	2	2	3	2	2	2	2	2	3	2	2	2	3	3	2
CO4	3	2	3	2	3	2	3	1	3	2	3	2	3	2	3	3	2

CO5	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3

Course Description

Unit I: Humans and the Environment

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources; Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and its impact.

Unit IV: Environmental Pollution

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution:Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V: Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for theIndian sub-continent.Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaptation to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures;Renewable energy sources; Carbon capture and storage.

Unit VI: Environmental Management

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII: Environmental Treaties and Legislation

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific

and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Unit VIII: Disaster Management

Concept of Hazards, Disasters, Natural and man made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire. Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level

Practical

1. Environment and its analysis
2. Water quality parameters
3. Determination of pH of water samples
4. Determination of acidity of water
5. Determination of Alkalinity of water sample
6. Measurement of turbidity of water samples
7. Determination of conductivity of water sample
8. Estimation of dissolved Oxygen (DO) in water sample
9. Estimation of Biological Oxygen Demand (BOD) of water
10. Estimation of Chemical Oxygen Demand (COD) of water
11. Determination of chloride in water
12. Determination of calcium hardness of water
13. Determination of total hardness of water
14. Determination of minerals in water
15. Visit to Industrial Sewage Disposal Unit

Recommended Learning Resources

1. Principles of Engineering Geology by Krynine, D.S. and Judd, W.R., CBS, New Delhi 1998.
2. Natural Hazards by Bryant, E., Cambridge University Press. London, 1985.
3. Landslide Disaster – Assessment and Monitoring Nagarajan, R., Anmol Publications,
4. New Delhi, 2001.
5. Environmental risks and hazards by Cutter, Susan L., Prentice Hall of India, New
6. Delhi.1999.
7. Bill Mc Juire, Ian Mason and C. Kilburn (2002) Natural hazards and Environmental
8. Change, Oxford University Press, New York.
9. Gupta, Harsh K. (2003) Disaster Management, Universities Press (India) Pvt. Ltd.
10. Coppola, Damon P. (2006) Introduction to International Disaster Management

SDG Mapping for this Course

SDG	Title	Contribution
SDG-3	Good Health and Well-being	Addresses environmental pollution, water quality, sanitation, and disaster preparedness to protect human health.
SDG-6	Clean Water and Sanitation	Covers water resources, water pollution, water quality assessment, and practical analysis of water parameters.
SDG-7	Affordable and Clean Energy	Introduces renewable and non-renewable energy resources, energy efficiency, and clean energy technologies.
SDG-11	Sustainable Cities and Communities	Focuses on sustainable development, environmental management, urban environmental issues, and disaster resilience.
SDG-12	Responsible Consumption and Production	Emphasizes resource conservation, waste management, recycling, and sustainable environmental practices.
SDG-13	Climate Action	Covers climate change, mitigation, adaptation, carbon neutrality, and disaster risk reduction.
SDG-14	Life Below Water	Addresses marine ecosystems, water pollution, coastal impacts of climate change, and conservation of aquatic biodiversity.
SDG-15	Life on Land	Includes biodiversity conservation, forests, wildlife, land degradation, ecosystem restoration, and environmental protection.
SDG-16	Peace, Justice and Strong Institutions	Introduces environmental legislation, environmental governance, disaster management policies, and institutional mechanisms.
SDG-17	Partnerships for the Goals	Covers international environmental agreements, global conventions, and collaborative approaches to environmental sustainability.

Course Title: **History and Philosophy of Social Work**

Course Code	Course Title	Total Credit	L	T	P
SW10002	History and Philosophy of Social Work	4	3	1	0

Course Objectives

I. To comprehend the foundational concepts of social work, including its definition, objectives, functions, and methods, and to trace the history and development of social work in India within its socio-cultural context.

II. To analyze various social situations prevalent in India, such as poverty, migration Issues, orphan hood, squalor, and the plight of war victims, and to understand the role of social reform

.III. To provide an update on the diverse approaches to social work practice in India, including the welfare approach, remedial and therapeutic approaches, social development approach,

IV. To explore key concepts in social work practice, including social work, social welfare, social service, social services, social development, social change, social action, and human rights,

Course Outcomes

CO1: Students will demonstrate a comprehensive understanding of the conceptual framework of social work, including its core principles, functions, and methodologies, and will be able to contextualize the evolution of social work within the Indian context.

CO2: Students will be able to analyze and assess various social situations and reform movements in India, and will develop the skills necessary to engage in remedial social work, development-oriented social work, and social activism with a focus on promoting human rights and social justice.

CO3: Students will acquire updated knowledge and skills related to social work practice in India, including the ability to apply different approaches

CO4: Students will develop a critical understanding of key concepts in social work practice and will be able to apply these concepts to analyze and address issues of social exclusion, marginalization, exploitation, and oppression, while promoting empowerment and advocating for inclusive social policies and practices

CO5: Students will design and develop programmes considering welfare approach, remedial and therapeutic approaches, social development approach, and conflict-oriented approach, in addressing complex social issues.

Course Description

Unit – I Exploring the Foundations of Social Work [15Classroom Contact Hours]

- Concept Social Work Concept, Definition, Objectives and Functions of Social Work, and
  Methods of Social Work ; History and Development of Social Work in India

Unit – II Understanding Social Realities and Reform Movements [15Classroom Contact Hours]

- Social situations,(Poverty, problems of immigrants, orphanhood, squalor, war victims etc) and Social reform movements, Remedial social work, Development-oriented social work, Social activism, Human Rights Perspective.

Unit – III Advancements in Social Work Practice [15Classroom Contact Hours]

- Update on Social Work Practice in India Welfare approach, Remedial and therapeutic approach, Social development approach and Conflict oriented approach

Unit – IV Essential Concepts in Social Work Practice [15Classroom Contact Hours]

- Concepts in Social Work Practice Social work, Social welfare, Social service, Social services, Social development, Social change, Social action, Human rights.

Unit – V Addressing Social Exclusion and Promoting Empowerment [15Classroom Contact Hours]

- Social exclusion (marginalization, exploitation, oppression), Empowerment.
- Development of Social Work Education in India Evolution of social work education

CO–PO-PSO Mapping

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

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	1	2	2	1	2	1	3	3	2	3	2
CO2	2	3	3	2	3	2	2	2	2	2	3	1	3	3	2	3	3
CO-3	2	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO4	2	3	3	2	3	2	2	2	2	2	3	1	3	3	2	3	3
CO5	2	3	3	2	3	2	2	2	2	2	3	1	3	3	2	3	3

Recommended Learning Resources

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.

2. Bhattacharya, Integrated Approach to Social Work in India, Jaipur : Raj Publishing House 3. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company

3. Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi : Popular Book Services.

4. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur : Rawat Publication.

5. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai : Popular Prakashan

6. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London : Allyn and Bacon

7. Feibleman, J.K. (1986) Understanding Philosophy - A Popular History of Ideas, New York : Souvenir Press

8. Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social Work, New York: Henry Holt and Company.

9. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Addressing poverty, unemployment, marginalization
SDG 3	Good Health & Well-being	Health, mental health, rehabilitation
SDG 4	Quality Education	Skill development and professional training
SDG 5	Gender Equality	Addressing gender violence and inequality

Course Title: **Social Work Methods**

Course Code	Course Title	Total Credit	L	T	P
SW12002	Social Work Methods	4	3	1	0

Course Objectives

I. To understand the process of social case work, including the study, assessment, goal formation, planning, treatment, evaluation, and termination phases, and to develop skills in applying these processes effectively.

II. To familiarize students with various techniques used in social case work, such as interviewing, support, encouragement, clarification, perception correction, reality orientation, resource mobilization, home visiting, and interpretation, and to enhance their proficiency in utilizing these techniques in practice.

III. To explore the meaning, nature, and philosophy of social group work, and to examine the stages of group development, including planning, beginning, middle, and ending stages, with the aim of developing competencies in facilitating group processes.

IV. To provide an overview of community organization in social work, including its concept, objectives, philosophy, approaches, and principles, and to equip students with the knowledge and skills to utilize community organizations as a method of social work effectively.

Course Outcomes

CO1: Students will demonstrate proficiency in the process of social case work, including conducting thorough assessments, formulating goals, developing treatment plans, implementing interventions, evaluating outcomes, and appropriately terminating services.

CO2: Students will acquire a diverse repertoire of techniques used in social case work, and will demonstrate the ability to apply these techniques ethically and effectively in working with individuals and families.

CO3: Students will develop a comprehensive understanding of social group work principles and dynamics, and will demonstrate competence in facilitating group processes and promoting positive outcomes for group members.

CO4: Students will gain insight into the role of community organization in social work practice, and will be able to utilize community organizing principles and strategies to empower communities, advocate for social change, and address systemic issues.

CO-PO-PSO Mapping

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

COs \ POs/ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	2	2	2	2	3	1	3	3	2	3	3
CO-2	3	3	3	2	3	2	2	2	2	2	3	1	3	3	2	3	3
CO3	2	3	3	3	3	1	3	2	2	2	3	1	3	3	3	3	3
CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	2.75	3.0	3.0	2.75	3.0	1.75	2.5	2.0	2.0	2.25	3.0	1.25	3.0	3.0	2.5	3.0	3.0

Course Description

Unit- I Mastering the Process of Social Case Work [15Classroom Contact Hours]

- Social Case Work: Meaning, Process of social case work- Intake, study, diagnosis, treatment, evaluation, termination, follow-up.

Unit- II Understanding Social Group Work [15Classroom Contact Hours]

- Social group work- meaning, definitions, nature, philosophy, Stages of group development- planning, beginning, middle and ending stage

Unit- III Community Organization in Social Work [15Classroom Contact Hours]

- Community Organization: Concept, definition, objectives, philosophy, approaches and principles; organizations as a method of social work; community organization as method of social work; community welfare councils and community chests.

Unit- IV Exploring Social Action in Social Work [15Classroom Contact Hours]

- Social Action: Definition, objectives, principles, methods and strategies; social action as a method of Social Work

Recommended Learning Resources

1. Alissi, A.S.1990 Perspectives on Social Group Work Practice: A Book of Readings, New York, The Free Press.
2. Balgopal, P.R. and Vassil. Groups in Social Work- An Ecological Perspective, New York, Macmillan Publishing Co. Inc.
3. Bhatt, P.M.1970 Records of Group Work Practice in India, faculty of Social Work, M.S. University, Baroda.
4. Biestek, F.P. 1970. The Case Work Relationship: London: Unwin University Books, VI Impression.
5. Bogo, Mario, 2006-07. Social Work Practice: Concepts, Processes and Interviewing. Columbia University Press-2006. Indian Reprint by Rawat Publication : New Delhi,2007.
6. Brandler S & Roman CP 1999 Group work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.
7. Fisher, J, 1978. Effective Case Work Practice: An Effective Approach, New York McGraw Hill Book Co.

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Community organization and social action for poverty alleviation
SDG 3	Good Health and Well-being	Case work and group work for psychosocial well-being
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive social work practice
SDG 10	Reduced Inequalities	Addresses marginalization through interventions at all levels
SDG 16	Peace, Justice and Strong Institutions	Social action, advocacy, and ethical professional practice

Course Title: **Vulnerable Children and their Development**

Course Code	Course Title	Total Credit	L	T	P
SW13002	Vulnerable Children and their Development	3	2	1	0

Course Objectives

I. Examine the correlation between violence against children and the complexities surrounding the establishment and advocacy of children's rights, situated within a foundational understanding of childhood politics.

II. Explore the relationship between violence against children and the complexities surrounding the establishment and advocacy of children's rights, within the context of childhood politics.

III. Gain insight into the challenges faced by school-going children, balancing parental and teacher expectations, to understand the dynamics influencing their educational journey.

IV. Examine the impact of the evolving social communication landscape and the global internet network on free speech, identifying new challenges and complexities.

Course Outcomes

CO1: This course introduces the learners in understanding children and childhood across diverse societies and cultures.

CO2: The course tries to highlight the reconstruction of childhood specifically through children's notion of self- identity.

CO3: It counters the "invisibility" of children and childhood in the epistemic space of our contemporary societies.

CO4: This course focuses on different policies and schemes for children.

CO5: The course focuses on different problems faced by the tribal children in India.

CO-PO-PSO Mapping

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

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	2	2	2	2	3	3	3	3	2
CO2	2	3	2	3	2	2	2	2	2	2	2	1	3	3	3	3	2

CO3	3	3	3	3	3	2	2	2	2	3	3	2	3	3	3	3	3
CO4	3	3	2	2	3	3	2	2	2	3	3	2	3	3	2	3	3
CO5	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
Average	2.8	3.0	2.2	2.6	2.6	2.2	2.0	1.8	2.0	2.6	2.6	1.8	3.0	3.0	2.8	3.0	2.6

Course Description

Unit-I: Contemporary Issues and Vulnerabilities of Children in India [15 Classroom Contact Hours-12]

- Situation of children in India, Child labour in India, Female working children, Street children, Impact of poverty and drought on children, Child domestic workers, Children in cyber environment.

Unit-II: Children in Marginalized and High-Risk Situations [15 Classroom Contact Hours-12]

- Overburdened school-going children, growing up in slums, plight of the girl- child in India, HIV/AIDS affected children

Unit-III: Child Rights, Participation, and Inclusion [15 Classroom Contact Hours-12]

- UN Convention on the Rights of the Child, what is children's participation? Why should children participate? The Participation of Tribal Children in the Mainstream.

Unit-IV: Child Protection Policies and Welfare Programmes [15 Classroom Contact Hours-12]

- Physical punishment and emotional abuse of children, Strategy to address corporal punishment, National Policy for Children, Integrated Child Development Scheme, Integrated Child Protection Scheme

Unit- V: Tribal Children: Historical Perspectives, Education, and Development [15 Classroom Contact Hours-12]

- Historical Perspective of tribal children in India- Schooling of tribal children, Problems of tribal children

Recommended Learning Resources

1. Matthew Cotton et al. 2001. An Introduction to Working with Children. New York: PalgraveVerhellen, E. Understanding Children's Rights.Verhellen, E. Monitoring Children's Rights.

2. Pfeffer, G and D.K. Behera. 1996. Contemporary Society: Childhood and Complex Order. New Delhi: Manak.

3. James, A. and Allan Prout. 1997. Constructing and Reconstructing of Childhood.4London: Flamer Press.
4. Prout, Allan. 1998. Theorizing Childhood. Cambridge: Polity Press
5. Behera, D.K. 1998. Children and Childhood in our Contemporary Societies. New Delhi: Kamla-Raj EnterprisesDelhi: Manak

6. Qvortrup, J. et. al (eds.). Childhood Matters, Social Theory, Practice and Politics.

7. Pramanik, Rashmi. 2007. Overburdened School -Going Children. New Delhi: Concept

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Addresses poverty-related child vulnerabilities
SDG 3	Good Health and Well-being	Focus on physical and mental well-being of children
SDG 4	Quality Education	Highlights educational challenges and inclusion
SDG 5	Gender Equality	Focus on girl child and gender-based discrimination
SDG 10	Reduced Inequalities	Addresses marginalization of tribal and vulnerable children
SDG 16	Peace, Justice and Strong Institutions	Promotes child rights, protection policies, and justice

Course Code	Course Title	Total Credit	L	T	P
AE14002	Translation Studies (Odia)	2	2	0	0

Refer to Department of Odia

Course Code	Course Title	Total Credit	L	T	P
AE14004	Translation Studies (Hindi)	2	2	0	0

Refer to Department of Hindi

Course Code	Course Title	Total Credit	L	T	P
AE14006	Translation Studies (Sanskrit)	2	2	0	0

Refer to Department of Sanskrit

Course Code	Course Title	Total Credit	L	T	P
AE14008	Translation Studies (Santali)	2	2	0	0

Refer to Department of Santali

Course Title: Translation Studies (English)

Course Code	Course Title	Total Credit	L	T	P
AE14010	Translation Studies (English)	2	2	0	0

Refer to Department of English

Course Objectives:

- To expose the students to the art of translation
- To introduce them to the theories and techniques of translation
- To discriminate the knowledge of interlingual transformation and communication
- To boost international recognition
- To foster cultural diversity

Course Outcomes:

- Demonstrates foundational knowledge of translation theories, techniques, and principles, recognizing their role in interlingual communication and cultural exchange.
- Analyze source texts to identify linguistic, cultural, and contextual nuances, applying appropriate translation strategies for accurate meaning transfer.
- Evaluate the quality and effectiveness of translations, considering fidelity, readability, and cultural sensitivity.
- Produce translations across genres and contexts that meet professional and intercultural communication standards.
- Appreciate the role of translation in fostering cultural diversity and enhancing international recognition of languages and literatures.

Course Contents:

I. Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).

II. Novel O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008).

III. Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).

IV. Short Stories, a) Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well,' trans. N. Kalyan Raman.

V. Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India,' in Tender Ironies, ed. Dilip Chitre et al. pp 127-46

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	2	3	2	2	3	3	3	2	3	3

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

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

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

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

Mapping with Cross- cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical translation practices, fidelity to source texts, intercultural responsibility, and representation of marginalized voices
Gender	Medium–High	Translation of gendered narratives and cultural identities in texts by Premchand and Perumal Murugan

Cross-cutting Issue	Level of Integration	Illustrative Components
Human Values	Very High	Cultural understanding, empathy, multilingual communication, and preservation of literary heritage through translation
Environment & Sustainability	Medium	Preservation of linguistic diversity and regional literary traditions through intercultural exchange

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances translation competence, multilingual literacy, and intercultural communication skills
SDG 5	Gender Equality	Encourages inclusive representation and critical understanding of gendered narratives
SDG 10	Reduced Inequalities	Promotes accessibility of regional literatures and cross-cultural understanding
SDG 11	Sustainable Cities & Communities	Preserves linguistic and literary heritage through translation and dissemination
SDG 16	Peace, Justice & Strong Institutions	Encourages intercultural dialogue, ethical communication, and cultural sensitivity
SDG 17	Partnerships for the Goals	Supports global cultural exchange and collaborative knowledge sharing

Recommended Learning Resources

- Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).
- O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008). Unit 3 Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).
- Premchand, ‘Kafan’, (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, ‘The Well’, trans. N. Kalyan Raman. c) Arupa Patangia Kalita, ‘Doiboki’s Day’, trans. Bonita Baruah. Poems a) Rabindranath Tagore, (i) ‘Where the mind is without fear’, trans. William Radice; (ii) ‘It hasn’t rained in my heart’, trans. FakrulAlam. b) G. M.

Muktibodh, ‘Brahmarakshas’, trans. Nikhil Govind. c) ThangjamIbopishak, (i) ‘The Land of the Half-Humans’; (ii) ‘I want to be killed by an Indian Bullet’, trans. Robin S. Ngangom.

- Rabindranath Tagore, ‘Nationalism in India’, in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, ‘Being a Writer in India’, in Tender Ironies, ed. Dilip Chitre et al. pp 127-46 c) Namvar Singh, ‘Decolonizing the Indian Mind’, Indian Literature Vol. 35 No. 5 (151) (Sept.-Oct. 1992) pp. 145-56. d)
- *Six Acres and a Third: The Classic Nineteenth-Century Novel about Colonial India: Translated from Oriya by Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak and Paul St-Pierre* (University of California Press edition)
- “Literary Realism and Narrative Techniques in Fakir Mohan Senapati’s *Six Acres and a Third*”
- “A Postcolonial Study of *Six Acres and a Third*”
- *The Fire and the Rain* by Girish Karnad (OUP, 2004)
- “A Critical Analysis of Girish Karnad’s *Fire and the Rain*” (Priti Padsumbiya, My Vedant)
- “Trope of Sacrifice: A Study of Girish Karnad’s *Fire and the Rain*” (Arif Ansari)
- Collections of essays: *Indian Short Story in English: Critical Essays*
- *Critical Paradigms Rabindranath Tagore: Selected Essays* (various editors)
- *Tender Ironies: Essays on Indian Writing in English*, ed. Dilip Chitre et al.

Course Title: **Vulnerable Children and their Development**

Course Code	Course Title	Total Credit	L	T	P
TS15002	Skills for Social Intervention	3	2	1	0

Course Objectives

I. Develop effective communication and leadership skills essential for establishing rapport, fostering trust, and facilitating successful social interventions in diverse communities.
II. Enhance active listening, empathy, and cultural competence in communication, enabling students to address language barriers, local terminologies, and ethical considerations in social interventions.
III. Provide strategies for establishing and maintaining trust with community members through adaptive and responsive communication, focusing on non-verbal cues and the perception of social workers.
IV. Strengthen cross-cultural communication and collaboration skills, allowing students to analyze real-life social intervention cases and apply techniques for creating safe spaces that promote openness and community engagement for social change

Course Outcomes

CO1: Students will demonstrate proficiency in establishing rapport and building trust with individuals and communities through effective communication techniques, including active listening, empathy, and appropriate non-verbal cues.
CO2: Students will identify and address barriers to communication, such as language, local terminologies, and cultural differences, to ensure clarity and understanding in social interventions.
CO3: Students will apply cross-cultural communication strategies and adaptive techniques to engage diverse populations and promote effective community participation in social interventions.
CO4: Students will critically analyze real-world social intervention cases, evaluate the role of communication in fostering trust and collaboration for sustainable social change, and develop tailored strategies for enhancing community engagement.
CO5: Students will apply professional ethical principles to maintain confidentiality neutrality, and cultural sensitivity while navigating complex power dynamics and social relationships in community settings

CO-PO-PSO Mapping

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

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	2	3	2	2	1	3	2	2	3	3	1	3	3	2	3	3
CO-2	3	2	3	2	3	1	2	2	2	2	3	1	3	3	2	3	3
CO-3	3	2	3	3	3	1	3	2	2	3	3	1	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	1	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	1	3	3	3	3	3
Average	3.0	2.25	3.0	2.5	2.75	1.25	2.75	2.0	2.0	2.75	3.0	1.0	3.0	3.0	2.5	3.0	3.0

Unit-I Communication & Leadership Skills [15 Classroom Contact Hours]

- Skills of communication and leadership, Establishing Rapport, active listening and empathy, Language barrier and Interpretation, local terminology (worldview) and concepts. Ethical Considerations in Communication.

Unit-II Communication in Field Interventions [15 Classroom Contact Hours]

- Understanding how communication influences the success of interventions and community engagement; dynamic nature of communication in field settings: Adaptation, responsiveness, and flexibility; techniques for establishing trust with community members through active listening, empathy, and non-verbal cues; he perception of the social worker and the relationship with community members.

Unit-III Cross-cultural & Strategic Communication for Social Change [15 Classroom Contact Hours]

- Cross-cultural Communication; strategic planning skills; empathetic communication and collaboration in social interventions; creating a safe environment for individuals to open up.
- Analyse a real-life social intervention case; identify and develop the techniques for community's trust and willingness to engage for social change

Recommended Learning Resources

1. Bennet, M. J. (2022). *Developing Intercultural Competence: A Framework for Cross-Cultural Communication in Social Work Practice*. Journal of Social Work Education, 58(1), 24-37. DOI: 10.1080/10437797.2021.1891958
2. Brown, B. (2023). *The Power of Empathy: Understanding and Applying Empathetic Communication in Social Work*. Journal of Social Intervention, 35(3), 145-159.

DOI: 10.1002/jsi.1895

3. .Heath, R. L., & Johansen, W. (2022). *Leadership in Social Work: Navigating Ethical Communication and Practice*. Routledge. ISBN: 9780367355821
4. Hughes, L., & Proctor, G. (2023). *Active Listening for Social Workers: Building Trust through Effective Communication*. Social Work Education, 42(1), 76-89. DOI: 10.1080/02615479.2022.2098963
5. Johnson, K. (2021). *Cultural Competence and Communication in Social Work: The Role of Language and Interpretation*. Social Work Perspectives, 34(2), 98-112. DOI: 10.1080/01585514.2021.1867692
6. Lewis, S., & Martin, J. (2022). *Social Work in Global Contexts: Cross-Cultural Communication and Interventions*. Palgrave Macmillan.ISBN: 9783030889703
7. McGregor, L., & Green, R. (2023). *Community Engagement in Social Change: A Communication Approach*. Springer. ISBN: 9783030655589
8. Perez, L., & Thompson, N. (2021). *Empathy in Action: Communication Skills for Social Change*. The Journal of Human Behavior in the Social Environment, 31(4), 509-523.
   DOI: 10.1080/10911359.2020.1763412
9. Robinson, R. M., & Webb, T. (2023). *Non-verbal Communication in Social Work Practice: Creating Safe Spaces for Clients*. Social Work & Society, 21(2), 55-70. DOI: 10.1695/SWS2021.5Vega, D., & Barba, J. (2022). *Leadership and Communication: Guiding Social Workers in Complex Interventions*. Journal of Social Services Research, 48(5), 670-684.DOI: 10.1080/01488376.2021.1895134

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes psychosocial well-being through effective communication
SDG 4	Quality Education	Enhances practical communication and leadership skills
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive communication
SDG 10	Reduced Inequalities	Facilitates inclusion of diverse and marginalized groups

Course Title: Life Skills Education

Course Code	Course Title	Total Credit	L	T	P
VA 16430	Life Skills Education	2	2	0	0

Course Objectives

I. To enable the students to cope with the challenges of life
II. To know the various dimensions of self-awareness.
III. To enable the students to become healthy, independent and responsible citizens.
IV. To enable the students to apply life skills in different spheres

Course Outcomes:

CO-1: After learning the course the students should be able to:

CO-2: Help students to build self-confidence.

CO-3: Helps to explore alternatives and make rational decisions in solving each problem or issue.

CO-4: Help to learn to take responsibility for what they do rather than blame others.

CO-5: Encourage creative and critical thinking.

CO-6: Develop good relationships with other members.

The students will be able to know decision making procedures and steps for problem solving

Pedagogy: Lecture, brainstorming, storytelling, case studies, assignment, visual presentation, seminar, role play, game

CO-PO-PSO Mapping

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

COs \ POs/ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	1	2	2	3	2	3	2	3	3	2	3	2
CO2	2	2	2	3	3	2	2	2	3	2	3	1	3	3	2	3	3
CO3	3	2	2	3	2	1	2	1	3	2	3	1	3	3	2	3	2
CO4	2	2	2	3	3	2	2	1	3	2	3	1	3	3	2	3	3
CO5	3	2	3	2	2	1	3	2	3	3	3	1	3	3	2	3	3
CO6	2	2	2	3	3	2	2	1	3	2	3	1	3	3	2	3	3
Average	2.5	2.0	2.3	2.8	2.5	1.5	2.2	1.5	3.0	2.2	3.0	1.2	3.0	3.0	2.0	3.0	2.7

Course Description

UNIT-1 Introduction to Life Skills [8 Classroom Contact Hours]

- Concept of Skill and Life Skills
- Meaning, definition and importance of life skills
- Ten core Life skills (WHO model)

UNIT-11: Social Skills [8 Classroom Contact Hours]

- Self Awareness (Self concept, Techniques used for knowing self : Open your heart, SWOT analysis, Johari window
- Empathy (Meaning of empathy, differences between sympathy and empathy)
- Effective Communication(components of effective communication, Styles of communication, Barriers in communication, How to say NO)
- Interpersonal Relationship(meaning of IPR, types ,qualities for effective interpersonal relationship, end the relationship constructively)

UNIT-III: Thinking Skills and Coping Skills [8 Classroom Contact Hours]

- Critical thinking and Creative thinking (Definition and stages)

- Problem solving and Decision making (Definition,Steps in problem solving and decision making
- Coping Skills (coping with emotion and coping with stress)
- Meaning and types of emotions, coping strategies
- Meaning and sources of stress, coping strategies

UNIT-IV Life Skills based Adolescent Reproductive Sexual Health Education
[10 Classroom Contact Hours]

- Health and Reproductive health
- Responsible sexual behaviour
- Life Skills for responsible sexual behaviour

Recommended Learning Resources

1) Nair.V.Rajasenan,(2010),Life Skills,Personality and Leadership,Rajiv Gandhi National Institute of Youth Development,Tamilnadu
2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills,Tamilnadu
3) Family Health International,NACO,USAID(2007),Life Skills Education tool kit for Orphans and vulnerable children in India
4) Morgan and King,(1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd,New Delhi.
5) Wallace R. Masters,(2001) Personal Development for Life and Work: UK,South Western
6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre,Tata Mc Graw.Hill

Websites:

1) UNFPA-http://www.unfpa.org/
2) UNICEF-http://www.unicef.org/
3) WHO –http://www.who.int./en/

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Focus on mental health, stress management, and reproductive health
SDG 4	Quality Education	Promotes life skills-based education and holistic learning
SDG 5	Gender Equality	Encourages responsible sexual behavior and gender sensitivity
SDG 10	Reduced Inequalities	Enhances inclusiveness through interpersonal and social skills
SDG 16	Peace, Justice and Strong Institutions	Builds responsible, ethical, and socially aware citizens

Course Title: Community Engagement and Social Responsibility

Course Code	Course Title	Total Credit	L	T	P
VA 16484	Community Engagement and Social Responsibility	2	2	0	0

Course Objectives

I. Introduce students to the concepts, ethics, and practices of community engagement.

II. Develop an understanding of rural society, community development, and local governance.

III. Familiarize students with rural development programmes, self-help groups, and government initiatives.

IV. Promote social responsibility through community participation and field-based learning.

V. Enhance students' ability to apply community engagement principles in addressing local developmental issues.

Course Outcomes

CO1: Explain the concepts, principles, ethics, and significance of community engagement and social responsibility.
CO2: Describe the structure and functioning of rural communities, local governance institutions, and community development processes.
CO3: Examine the role of Self-Help Groups (SHGs), rural institutions, community networks, and government schemes in promoting inclusive and sustainable development.
CO4: Demonstrate the ability to engage with communities through field-based activities, surveys, and participatory learning approaches.
CO5: Evaluate community issues and development programmes, and prepare evidence-based field reports with appropriate ethical considerations

Course Outcomes - Programme Outcomes Mapping of Paper VA16484

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	1	2	1	1	–	2	–	2	2	1	2
CO 2	2	1	3	3	3	1	3	2	3	3	3	2
CO 3	2	–	2	2	2	–	3	–	2	2	1	3
CO 4	3	1	2	2	2	2	2	1	3	2	2	2

CO 5	2	1	2	3	3	–	3	2	2	3	3	3

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16484

Course Outcomes	PSO1	PSO2 (Fieldwork)	PSO3	PSO4 (Diversity)	PSO5 (Career)
CO 1	2	1	1	2	1
CO 2	1	3	3	2	3
CO 3	1	2	2	2	2
CO 4	2	2	2	3	3
CO 5	–	2	2	2	3

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

Unit I: Foundations of Community Engagement and Community Development (8 classroom contact Hours)

Concept, Ethics and Spectrum of Community Engagement; Local Community, Rural Culture and Practice of Community Engagement; Stages, Components and Principles of Community Development; Utility of Public Resources; Contributions of Self-Help Groups (SHGs); Rural Development Programmes and Rural Institutions.

Unit II: Community Participation, Governance and Social Responsibility (7 classroom contact Hours)

Local Administration and Community Involvement; Social Contribution through Community Networking; Major Government Schemes for Community Development; Programmes of Community Engagement and Their Evaluation; Community Engaged Research and Research Ethics; Rural Distress, Rural Poverty,

Practical – Community Engagement and Field-Based Learning (15 Practical Hours)

1. Field Visit to a village, urban local community, Panchayati Raj Institution (PRI), or Self-Help Group (SHG).
2. Community Resource Mapping and identification of local development resources.

3. Survey on community development issues and awareness of government welfare schemes.
4. Observation of community participation and local governance practices.
5. Participation in community awareness programmes on health, sanitation, education, environment, or disaster preparedness.
6. Preparation and Presentation of a field report based on observations and community engagement activities.

Recommended Learning Resources

1. Principles of Community Engagement, 2nd Edition, NIH Publication No. 11-7782, Printed June 2011.
2. https://youtu.be/-SQK9RGBt7o
3. https://www.uvm.edu/sites/default/files/community_engagement_handout.pdf (Community Engagement)
4. https://www.atsdr.cdc.gov/communityengagement/pce_concepts.html (Perspectives of Community)
5. https://egyankosh.ac.in/bitstream/123456789/59002/1/Unit1.pdf (community concepts)
6. https://sustainingcommunity.wordpress.com/2013/07/09/ethics-and-community-engagement/ (Ethics of community engagement

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes community health support through volunteerism, disaster response, and emergency relief activities
SDG 4	Quality Education	Develops critical thinking, decision-making skills, leadership qualities, and values-based learning through experiential education
SDG 5	Gender Equality	Encourages inclusive participation of all genders in volunteer work and leadership roles in community service
SDG 10	Reduced Inequalities	Promotes equitable participation in social service activities and reduces social and cultural barriers in community engagement
SDG 11	Sustainable Cities and Communities	Encourages community-based volunteerism, disaster preparedness, and building resilient and sustainable communities
SDG 16	Peace, Justice and Strong Institutions	Builds ethical values, responsible citizenship, leadership, and peaceful community engagement through volunteer activities

Course Title: **Social Reform through Education: Ideas of Gopabandhu Das**

Course Code	Course Title	Total Credit	L	T	P
VA16118	Social Reform through Education: Ideas of Gopabandhu Das	2	2	0	0

Course Objectives

I. To focus on Gopabandhu's educational thoughts, which are the reflection of his general philosophical ideas.

II. To know the educational system of Gopabandhu, which were based upon the pillar of the ancient Indian system fostering universal humanity, self patriotism and fearlessness, building of character righteousness and devotional

Course Outcomes:

CO1. Explain the life, literary works, journalism, and humanitarian philosophy of Gopabandhu Das, with special reference to his concern for the downtrodden and spiritual humanism.

CO2. Describe the educational philosophy of Gopabandhu Das, including the objectives, principles, and significance of the Satyabadi School and the ancient Gurukul system**.**

CO3. Analyze the contribution of Gopabandhu Das to the Indian freedom movement, nationalism, political thought, and social reform in Odisha.

CO4. Evaluate the relevance of Gopabandhu Das's educational and philosophical ideas in promoting character building, patriotism, ethical values, universal humanity, and social responsibility in contemporary society.

CO5. Apply the ideals and values of Gopabandhu Das to foster inclusive education, leadership, community service, and sustainable social development in accordance with constitutional and global citizenship values.

Introduction

Gopabandhu Das popularly known as Utkalamani was the architect of modern Odisha, a true nationalist, the savior of the downtrodden, and eminent patriotic poet and great social activist. He was a significant educational thinker of modern India like Gandhi, Tagore and Sri Aurobindo.

Gopabandhu Das had given many new dimensions of education in his writings and founded Satyabadi school in the ancient Gurukul pattern for implementation of his ideas.

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	PSO5
CO1	3	3	3	2	2	3	2	2	3	3	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	2	2	2	3	2	3	2	3	2	3
CO3	3	3	3	2	3	3	2	2	3	2	2	2	3	3	2	3	2
CO4	3	3	2	3	2	3	2	2	2	3	3	2	3	2	3	2	3
CO5	3	3	3	3	3	2	3	2	2	3	2	2	3	3	2	3	2
Average	3.0	3.0	2.6	2.6	2.6	2.6	2.4	2.0	2.4	2.6	2.4	2.0	3.0	2.6	2.4	2.6	2.4

Course Description

Introduction

Gopabandhu Das popularly known as Utkalamani was the architect of modern Odisha, a true nationalist, the savior of the downtrodden, and eminent patriotic poet and great social activist. He was a significant educational thinker of modern India like Gandhi, Tagore and Sri Aurobindo. Gopabandhu Das had given many new dimensions of education in his writings and founded Satyabadi school in the ancient Gurukul pattern for implementation of his ideas.

Unit-I Gopabandhu Das: Life, Writings, and Social Vision [15 Classroom Contact Hours]

- Life and literary works, journalism of GopabandhuDas,his views for downtrodden class and spiritual humanism .

Unit-II Educational Philosophy and Political Activism of Gopabandhu Das [15 Classroom Contact Hours]

- Educational thoughts of Gopabandhu Das, role in freedom movement in India and political activities.

Recommended Learning Resources

1. Panda, D.G.:Political Philosophy of Gopabandhu Das, Santosh Publication,Cuttack,1976
2. Das, Sriram Chandra; Gopabandhu Das, National Book Trust, India, New Delhi.
3. Panda, Basant Kumar: Gopabandhu Das thoughts on education, (Ed) Siksha Sandhan,Bhubaneswar, 2021
4. Gopabandhu Rachanabali Vol-1, 1976, Gopabanddhu janma satabarshika Samiti,Cuttack.
5. Acharya Pritis: Gopabandhu Chayanika, National Book Trust, India, New Delhi.
6. Mohanty Gopinath: Utkalamani, Friends Publishers, Cuttack, 2018

7. Mishra Subhas Chandra: Utkalamani Gopabandhu, Gopabandhu Sahitya Mandira, Cuttack,2019
8. Satapathy Nityananda; Hey Sathi Hey Sarathi, Granth Mandir, Cuttack, 2014

SDG Mapping for this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes inclusive, value-based, and socially responsible education inspired by the educational philosophy and reformist vision of Gopabandhu Das.
SDG 5	Gender Equality	Encourages awareness regarding women's education, gender justice, and equal participation in social development through reform-oriented educational ideas.
SDG 10	Reduced Inequalities	Supports social inclusion, equality, and upliftment of marginalized communities through education and humanitarian values advocated by Gopabandhu Das.
SDG 12	Responsible Consumption and Production	Promotes ethical living, social responsibility, self-discipline, and sustainable community-oriented values through educational and social reform principles.
SDG 13	Climate action	Encourages awareness of sustainable living, community welfare, and responsible interaction with nature through socially conscious educational values.
SDG 16	Peace, Justice and Strong Institutions	Develops understanding of justice, ethical governance, nationalism, social harmony, and democratic values through the reformist ideas and public service activities of Gopabandhu Das

Course Title: Enhancement of Active Citizenship and Democratic Values

Course Code	Course Title	Total Credit	L	T	P
VA16124	Enhancement of Active Citizenship and Democratic Values	2	2	0	0

Course Objectives

This course aims to enable the students to learn about democracy, human rights, participatory governance and active citizenship as well as develop the knowledge and skills for environmental sustainability.

Course Learning Outcomes

CO1: Define and explain key concepts such as citizenship, democracy, human rights, active citizenship, and environmental sustainability in the context of Indian society and global citizenship.

CO2: Apply the principles of active citizenship and democratic values by engaging in community-based projects, volunteering activities, or service learning experiences that promote environmental sustainability and social inclusion.

CO3: Analyse the differential rights of various social groups in India, considering factors like caste, gender, and tribe.

CO4: Design and propose solutions for enhancing active citizenship and democratic values in society, such as creating awareness campaigns, public policy advocacy (e.g., RTI, Forest Rights Act), or proposing measures to combat environmental issues like plastic waste.

CO5: Critique existing policies and initiatives, such as the PESA Act or the Right to Information Act, and evaluate their effectiveness in promoting active citizenship and democratic engagement in India, with a focus on social justice and environmental responsibility.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	3	2	1	2	2	1	2	2	3	2	1	1

CO2	3	3	3	2	3	2	3	3	2	3	2	2	3	2	2	3
CO3	3	3	3	3	3	2	1	2	2	2	1	2	3	3	3	2
CO4	3	3	3	3	3	3	2	3	2	3	3	3	2	2	2	3
CO5	3	3	3	3	3	3	2	3	2	3	3	3	2	3	3	3

Course Description

Unit – I: Citizenship in a Democratic Society Das [14 Classroom Contact Hours]

- Meaning and significance of citizenship in a democracy, differentiated citizenship Rights for various social groups, Qualities of a good citizen- Volunteering, mutuality and democratic engagement, Promoting Environmental Sustainability and understanding the meaning of responsible citizenship, Understanding the concept of service learning, Role of teacher in promoting active citizenship in students. Civil society and its features, Global and digital citizenship

Unit – II: Dimensions of Active citizenship In India Das [16 Classroom Contact Hours]

- Citizenship and Indian constitution- Fundamental right, Understanding multiculturalism in Indian society, Differential rights of different social groups in India- caste, tribe and gender, Civic engagement through public policy: PESA Act, 1996, Forest Rights Act 2006, Right to information Act, Themes for Group Discussion, Environmental sustainability, Government ban on use of polythene and plastic, Teacher's role in developing secular society,
- Role of Active Citizen in enhancing the quality of democracy through RTI , Role of Active Citizen in eradication of gender bias in society, Active Citizenship and Social Inclusion, Responsibilities of active citizen in digital world

Recommended Learning Resources

Textbooks

1. Anupama Roy, *Mapping Citizenship in India,* Oxford University Press, Delhi, 2010.
2. Claiming the State: Active Citizenship and Social Welfare in Rural India, Gabrielle Kriks-Wisner
3. Derek Heater, what is Citizenship? Cambridge: Policy, 1999
4. Keith Faulks, *Citizenship,* London and New York: Routledge, 2000.
5. Reflections: Active Citizenship: The Role of Higher Education. National Union of Students.

Reference Material & Digital Resources

1. Active Citizens Facilitator's toolkit, British Council
2. Active Citizenship: A Teacher Toolkit, Francine Britton
3. Barber, B. (2003). *Strong democracy: Participatory politics for a new age*. California: University of California.

SDG mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes civic awareness, democratic values, and social responsibility
SDG 5	Gender Equality	Focus on gender justice and equality in citizenship
SDG 10	Reduced Inequalities	Addresses rights of marginalized groups (caste, tribe, gender)
SDG 13	Climate Action	Promotes environmental sustainability and awareness
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic participation, governance, and transparency

Course Title: Social Case Work

Course Code	Course Title	Total Credit	L	T	P
SW20001	Social Case Work	4	3	1	0

Course Objectives

I. Familiarize students with the meaning, concept, scope, objectives, functions, and methods of social case work methodology.

II. Equip students with an understanding of the process, techniques, and application of social case work.

III. Explore professional practice approaches, principles, and ethical considerations in social case work.

IV. Provide students with practical knowledge and skills necessary for effective social case work practice.

Course Outcomes

CO1: Develop the knowledge and understanding of the social case worker regarding helping the client to cope more effectively with the problems in social functioning.

CO2: Acquire skills and techniques that equip them with professional knowledge and expertise to help the individuals.

CO3: Students know to define social case work and its process, principles, tools and techniques.

CO4: Articulate clearly about the role of social case worker and function of social work and dealing with person, problem, place and process in effective casework process.

CO5: Design and justify comprehensive, client-centered casework intervention plans that integrate assessment, culturally appropriate techniques, ethical decision-making, and measurable outcome indicators to improve clients' social functioning.

CO–PO -PSO Mapping

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

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	3	–	2	–	2	2	3	1	3	2	2	3	3
CO2	3	3	3	2	3	1	3	1	2	2	3	1	3	3	2	3	3
CO3	3	3	2	3	3	2	2	1	2	2	3	1	3	3	3	3	3
CO4	3	3	3	3	3	1	3	1	3	3	3	1	3	3	3	3	3
CO5	3	3	3	3	3	1	3	1	3	3	3	1	3	3	3	3	3
Average	3.0	3.0	2.5	2.5	3.0	1.0	2.5	0.75	2.25	2.25	3.0	1.0	3.0	2.75	2.5	3.0	3.0

Course Description

Unit – I: Social Case Work [15 Classroom Contact Hours]

• History, nature, assumptions, values and principles;

• Components of social case work: person, place, problem & process;

• Concepts in social case work: Human needs, stress, social role and adaptation.

Unit-II: Relevance of Social Case Work Practice [15 Classroom Contact Hours]

•Need and importance,

• Relationship: nature and ways to establish, Work with individuals in the context of the family and other sub-systems

Unit – III: Process and Techniques of Social Case Work [15 Classroom Contact Hours]

• Study, assessment, goal formation, planning, treatment, evaluation,

termination and follow up.

• Techniques of social case work intervention, Principles of interviewing and case work recording, Role of Social Case Worker

Unit- IV: Orientation and mobilization [15 Classroom Contact Hours]

• Correcting perception, reality orientation; resource mobilization, home visiting, interpretation. Referral: its use in social case work.

Unit- V: Approaches of Case Work [15 Classroom Contact Hours]

•Approaches of social case Work practice: Problem solving, Psycho- social, Task oriented, Psychoanalytical, Crisis Intervention,

Recommended Learning Resources

1. Friedlander, W.A. (1958) Concepts and Methods of Social Work, Englewood 2. Cliffs: Prentice-Hall.
2. Terner, F (Ed) 1974. Social Work Treatment, New York: The Free Press.
3. Timmis, N., 1964. Social Case Work: Principles and Practice, London; Rout ledge and Kegan Paul. 5. Timmis, N., 1972. Recording in Social Work, London, Rout ledge & Kegan Paul. 6. Toseland RW 1998. An introduction to Group Work Practice, New York Macmillan Publication Co.
4. Trecker, Harleigh B 1990. Social Group Work: Principles and Practice, New York: Association Press.
5. Upadhyay, R.K. 1991. SamajikVijyaktikKarya (Hindi) Haryana Sahitaya Academy, Chandigarh.
6. Upadhyay, R.K. 1993. Indian Philosophical Concepts in Clinical Social work, Kurukshetra Press, Kurukshetra.
7. Upadhyay, R.K. 2003. Social Case Work, Rawat publications, New Delhi, Jaipur. 11. Wilson, G. Ryland, G 1949. Social Group Work Practice, Boston: Houghton Mifflin, Com

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Individual problem-solving and welfare support systems
SDG 3	Good Health & Well-being	Psychosocial care, crisis intervention, mental and social well-being
SDG 4	Quality Education	Professional skill development in social case work

SDG 5	Gender Equality	Support for women and vulnerable populations through case intervention
SDG 10	Reduced Inequalities	Helping marginalized individuals improve social functioning
SDG 16	Peace, Justice and Strong Institutions	Ethical social work practice, referral systems, social justice

Course Title: Social Group Work

Course Code	Course Title	Total Credit	L	T	P
SW20003	Social Group Work	4	3	1	0

Course Objectives

I. To have comprehensive understanding the foundations of Social Group Work:

II. To explore social group work as a method within the broader profession of social work, examining its relationship with other methods and approaches.

III. To develop skills in and familiarize yourself with the techniques commonly used in social group work settings

IV. To analyze the stages of group development, including planning, beginning, middle, and ending stages, and their implications for professional practice.

Course Outcomes

CO1: Acquire social group work skills, knowledge and principles and to identify social inequalities, injustices and barriers to work towards changing oppressive social conditions.

CO2: Demonstrate group worker's roles from different perspectives and along different dimensions.

CO3: Conceptualize social group work and the importance of group in individual's life and its need based applications

CO4: Identify and adhere to ethics and responsibility of social group workers.

CO5: Critically evaluate group intervention strategies and design context-appropriate social group work plans that address identified inequalities and measure outcomes for social change.

CO–PO-PSO Mapping

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

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	1	3	1	2	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	–	3	1	2	3	3	1	3	3	2	3	3
CO3	2	3	2	2	3	1	3	1	2	2	3	1	3	2	3	3	3
CO4	3	2	2	3	2	–	2	–	2	2	3	1	3	2	2	3	2
CO5	3	2	2	3	2	–	2	–	2	2	3	1	3	2	2	3	2
Average	2.75	2.75	2.5	2.5	2.75	0.5	2.75	0.75	2.0	2.5	3.0	1.25	3.0	2.5	2.5	3.0	2.75

Course Description

Unit-I: Introduction to Group Work [15 Classroom Contact Hours]

- Groups: Definition, Characteristics, Types; Primary and Secondary, Importance, Group Processes

Unit-II: Basics of Social Group Work [15 Classroom Contact Hours]

• Social group work- meaning, definitions, history, nature, functions, objectives, philosophy, values and significance.

• Social group work as a method of social work profession and its relationship with other methods of social work.

Unit- III: Principles and techniques [15 Classroom Contact Hours]

• Principles, Guided group interaction as the heart of programme planning.

• Skills in and techniques of social group work.

Unit-IV: Social group work process and role [15 Classroom Contact Hours]

•Sub-groups, Group Conflict, Group Decision Making, Programme development process

• Role of social group worker

Unit-V: Stages of group development and Leadership in group work [15 Classroom Contact Hours]

• Forming, Storming, Norming, Performing and Adjourning,

• Theories of leadership: role and responsibilities of group leader

Recommended Learning Resources

1. Alissi, A.S.1990 Perspectives on Social Group Work Practice: A Book of Readings, New York, The Free Press.
2. Balgopal, P.R. and Vassil. Groups in Social Work- An Ecological Perspective, New York, Macmillan Publishing Co. Inc.
3. Banarjee, G.R. TISS Series 23. Papers on Social Work: An Indian Perspective; Tata Institute of Social Sciences, Mumbai. TISS(Series 23).
4. Batra, Sushma & Marlin Taber, 1996. Social strains of Globalization in India, Mittal Publication, New Delhi.
5. Bhatt, P.M.1970 Records of Group Work Practice in India, faculty of Social Work, M.S. University, Baroda.
6. Bogo, Mario, 2006-07. Social Work Practice: Concepts, Processes and Interviewing. Columbia University Press-2006. Indian Reprint by Rawat Publication : New Delhi,2007.
7. Brandler S & Roman CP 1999 Group work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.
8. Garland, J.A.(Ed) 1992. Group Work Reaching Out: People, Places and Power, New York, The Haworth Press.
9. Garwin, C 1987. Contemporary Group Work, New York Prentice- Hall Inc. 10. Goldstein, H., 1970. Social Work Practice: A Unitary Approach, Carolina: Univ. of S. Carolina Press.
10. Golpelwar, Banmala, 2007 social Group Work, Indian Institute of Youth welfare, Nagpur. 12. Kemp, C.G. 1970. Perspectives on the Group Process, Boston: Houghton Mifflin C. 13. Klein, A.F.1970. Social Work Through Group Process: School of Social Welfare- Albany: State University of New York.

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Group empowerment and collective action for vulnerable communities
SDG 3	Good Health & Well-being	Therapeutic and support groups for psychosocial well-being
SDG 4	Quality Education	Skill-building in leadership, teamwork, and social group processes
SDG 5	Gender Equality	Inclusive group participation and empowerment practices
SDG 10	Reduced Inequalities	Addressing social barriers and group-based interventions

SDG 16	Peace, Justice and Strong Institutions	Democratic leadership, conflict resolution, ethical group practice

Course Title: Human Rights of Indigenous Groups

Course Code	Course Title	Total Credit	L	T	P
SW22001	Human Rights of Indigenous Groups	4	3	1	0

Course Objectives

I. To expand understanding of the concept of human rights, including their nature, definitions, and the various aspects they encompass such as social, economic, and political rights.

II. To classify and differentiate between different types of rights, including moral, social, cultural, civil, religious, and political rights, to develop a nuanced understanding of the rights landscape.

III. To develop awareness and insight into the issues faced by disadvantaged groups, including discrimination, marginalization, oppression, and vulnerability across various dimensions such as social, economic, educational, cultural, and political

IV. To explore the mechanisms available for redressal and support for disadvantaged groups, including governmental systems, statutory protections, and the roles of institutions like the National Human Rights Commission in India

Course Outcomes

CO1: The students will be able to articulate a clear understanding of human rights, demonstrating knowledge of their definitions, nature, and the diverse aspects they encompass.

CO2: The students will be equipped with the ability to classify and analyze different types of rights, enabling them to identify civil, religious, and political rights.

CO3: The students will develop a heightened sense of empathy and awareness towards disadvantaged groups, recognizing and understanding the multifaceted nature of their challenges, including discrimination and marginalization.

CO4: The students will engage in the support mechanisms available for disadvantaged groups, empowering students to advocate for human rights, engage with governmental systems for redressal, and contribute to the promotion of rights and duties within society.

CO5: Critically evaluate existing human-rights policies and programs affecting disadvantaged groups and design evidence based advocacy or intervention proposals

CO–PO- PSO Mapping

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

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	1	–	1	2	1	3	2	2	2	3	3	2
CO2	3	3	2	3	3	2	–	1	2	1	3	2	2	3	3	3	2
CO3	3	3	3	3	3	1	2	–	2	2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.5	2.75	2.75	1.5	1.0	0.75	2.0	1.75	3.0	2.0	2.5	2.75	3.0	3.0	2.5

Course Outcomes

Unit – I: Conceptual understanding of Rights and Human Rights [15 Classroom Contact Hours]

- Meaning and Nature and definition, Aspects of Human Rights- Social, Economic, Political Aspects

Unit-II: Classification of Rights [15 Classroom Contact Hours]

- Moral, Social, Cultural, Civil, Religious and Political

Unit – III: Understanding of Disadvantaged groups [15 Classroom Contact Hours]

- Meaning of discrimination, marginalization, oppression and vulnerability; Aspects of Disadvantaged groups-Social, Economic, Educational, Cultural and

Political

- Women, Children, Scheduled Castes, Scheduled Tribes, Physically and Mentally Handicapped etc

Unit- IV: Redressal and Support mechanism [15 Classroom Contact Hours]

- Government systems for Redressal, Statutory Protection for Human Rights in India, National Human Rights Commission and Other Statutory Commissions

Unit- V: Human Duties and Responsibilities [15 Classroom Contact Hours]

- Concept of Humanism, Duties and Responsibilities, Identification of human duties and responsibilities towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down trodden, Distress, Elders and others

Recommended Learning Resources

1. Alston, P. (2005). Promoting human rights: Linking the UN Charter, the Universal Declaration of Human Rights, and the International Covenants. Human Rights Quarterly, 27(4), 1042-1068.
2. Beitz, C. R. (2009). The idea of human rights. Oxford University Press.
3. Forsythe, D. P. (2017). Human rights in international relations. Cambridge University Press.
4. Nickel, J. W. (2016). Human rights. In The Stanford Encyclopedia of Philosophy (Winter 2016 Edition), Edward N. Zalta (Ed.). URL: https://plato.stanford.edu/archives/win2016/entries/rights-human/
5. Steiner, H. J., Alston, P., & Goodman, R. (Eds.). (2008). International human rights in context: Law, politics, morals: Text and materials. Oxford University Press.
6. Unit II: Classification of Rights
7. Donnelly, J. (2013). The relative universality of human rights. Human Rights Quarterly, 35(2), 192-219.
8. Ignatieff, M. (2001). Human rights as politics and idolatry. Princeton University Press.
9. Laqueur, W. (2015). The human rights revolution: An international history. Oxford University Press.
10. Morsink, J. (2009). Inherent human rights: Philosophical roots of the Universal Declaration. University of Pennsylvania Press.

SDG Mapping of the Course

SDG No.	SDG Title	Contribution

SDG 1	No Poverty	Rights awareness for disadvantaged and marginalized groups
SDG 4	Quality Education	Human rights literacy and social awareness
SDG 5	Gender Equality	Protection and advocacy for women and vulnerable populations
SDG 10	Reduced Inequalities	Focus on indigenous groups, SC/ST, disabled, and marginalized communities
SDG 16	Peace, Justice and Strong Institutions	Human rights commissions, statutory protections, justice systems
SDG 17	Partnerships for the Goals	Institutional collaboration for rights protection and social justice

Course Title: Corporate Social Responsibility

Course Code	Course Title	Total Credit	L	T	P
SW23001	Corporate Social Responsibility	3	2	1	0

Course Objectives

I. To have comprehensive understanding of Social Responsibility and Corporate Social Responsibility (CSR), including the scope, significance, and the application of Carroll's Model of CSR (Pyramid of CSR)

II. To explore the various interest groups related to CSR, analyze arguments for and against the social responsibilities of corporations, identify the drivers behind CSR initiatives, and examine the tools available for implementing CSR.

III. To design effective CSR policies, considering factors that influence CSR policy formulation, and understand the process of managing CSR within an organization, including the concept of social auditing.

IV. To examine the global perspective of CSR, with a focus on CSR in India and specific CSR activities carried out by corporate giants in Odisha.

Course Objectives

CO1: Analyze case studies such as Vedanta/Sterlite Foundation, MCL, and HINDALCO to gain practical insights into CSR implementation and outcomes.

CO2: The course will provide the students a holistic understanding of the concept CSR

CO3: Through this course the students will gain adequate knowledge on CSR policy and schemes

CO4: This course will help the students to understand global perspective on CSR and CSR practices in India

CO5: The students can design various CSR practice model in Odisha through case studies

CO–PO-PSO Mapping

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

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	1	–	1	2	1	3	2	2	2	3	2	2
CO2	3	3	2	2	3	2	2	1	2	2	3	2	3	3	3	2	3
CO3	3	3	2	3	3	2	1	1	2	2	3	2	3	3	3	2	3
CO4	3	3	3	3	3	2	2	1	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	2	1	3	3	3	3	3	3	3	3	
Average	3.	3.0	2.25	2.5	2.75	1.75	1.25	1.0	2.25	2.0	3.0	2.25	2.75	2.75	3.0	2.25	2.75

Course Description

Unit I — Foundations of Corporate Social Responsibility [12 Classroom Contact Hours]

- Social responsibility, scope and significance of CSR, Carroll's Pyramid of CSR.

Unit II — Stakeholders, Drivers and Tools of CSR [12 Classroom Contact Hours]

- Interest groups related to CSR, arguments for and against corporate social responsibility, drivers, tools, and benefits of CSR.

Unit III — CSR Policy Design and Management [12 Classroom Contact Hours]

- Designing CSR policy, factors influencing policy, managing CSR within organizations, and social auditing.

Unit IV — CSR: Global and Indian Perspectives; Case Studies [12 Classroom Contact Hours]

- Global CSR frameworks, CSR in India, CSR initiatives in Odisha (Vedanta/Sterlite Foundation, MCL, HINDALCO), case studies and field visit.

Unit V — CSR and Tribal Development in Odisha [12 Classroom Contact Hours]

- CSR interventions for tribal communities, development versus displacement, and the impact of displacement.

Recommended Learning Resources

1. Bradshaw, T. and D. Vogel. 1981. Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility. New York: McGraw Hill BookCompany.
2. Brummer, J.J. 1991. Corporate Responsibility and Legitimacy – An InterdisciplinaryAnalysis, Westport, CT: Greenwood Press.
3. Cannon, T. 1992. Corporate Responsibility (1st ed.) London: Pitman Publishing.
4. Grace, D. and S. Cohen 2005. Business Ethics: Australian Problems and Cases. Oxford: Oxford University Press.
5. Reddy, Sumati and Stefan Securing. 2004. Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	CSR interventions in livelihood, welfare, and tribal development
SDG 4	Quality Education	CSR schemes in education and skill development
SDG 8	Decent Work and Economic Growth	Corporate-community partnerships, responsible development
SDG 10	Reduced Inequalities	Tribal development, rehabilitation, and inclusion
SDG 11	Sustainable Cities and Communities	Responsible industrialization and displacement management
SDG 12	Responsible Consumption and Production	Ethical corporate practices and sustainability
SDG 16	Peace, Justice and Strong Institutions	Social auditing, policy frameworks, corporate accountability

Course Title: Effective Communicative English

Course Code	Course Title	Total Credit	L	T	P
AE24001	Communicative English	2	2	0	0

Refer to Department of English

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and

statements of purpose using appropriate formats and language.

- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive R (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writing (iv) Creative and Academic Writing: Summarising, Note-making a Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

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

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

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

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

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Course Title: Effective Communication for Social Impact

Course Code	Course Title	Total Credit	L	T	P
TS25001	Effective Communication for Social Impact.	3	2	1	0

Course Objectives

I. This unit prepares students to engage effectively with communities during fieldwork by developing culturally sensitive communication skills.

II. It emphasizes building rapport and trust, navigating cross-cultural communication challenges, and understanding local languages, terminologies, and non-verbal cues.

III. The unit integrates anthropological, sociological and social work principles to help students interpret cultural context during interactions. Ethical considerations, including informed consent and respect for local communication norms, are central to the training.

IV. Through practical exercises like role-plays, mock interviews, and language practice, students learn to apply these skills in real-world fieldwork settings, ensuring accurate data collection and respectful community engagement.

Course Outcomes

CO-1: Demonstrate a fundamental understanding of the nature of language and the interplay between verbal and non-verbal communication within diverse social and cultural contexts.

CO-2: Apply essential research communication tools, including interviewing and transcribing techniques, while maintaining a rigorous process of reflection and evaluation.

CO-3: Execute effective communication strategies, such as role-plays and debates, to influence social attitudes, public behavior, and the formulation of social policy.

CO-4: Exhibit proficiency in active listening and empathetic engagement when working with marginalized communities, ensuring a deep understanding of their unique cultural dimensions.

CO-5: Manage linguistic diversity and ethical challenges by effectively utilizing interpreters, maintaining strict confidentiality, and establishing feedback loops for sustainable social intervention.

Course Outcomes - Programme Outcomes Mapping of Paper TS25001

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	3	2	2	3	3	2	3	2	2	3	2
CO2	3	3	3	3	3	2	2	2	2	3	3	2	3	3	3	3	2

CO3	3	2	3	3	2	3	3	2	3	3	3	2	3	2	3	3	3
CO4	3	3	2	3	3	3	2	2	2	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Average	3.0	2.8	2.6	3.0	2.6	2.6	2.6	2.0	2.4	3.0	3.0	2.4	3.0	2.6	2.8	3.0	2.4

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

Course Description

Unit I — Language, Culture and Research Communication Tools [20 Classroom Contact Hours]

- Culture, Language and Communication: Nature, origin, and characteristics of language; verbal and non-verbal communication; social context of language use.
- Research communication Tool and Techniques: Interview, Questionnaire, Recording and Transcribing Communication, Reflection and Evaluation.

Unit II — Communication, Society and Marginalized Engagement [20 Classroom Contact Hours]

- Role of Communication in Society: role plays, and debates on social issues—influence on attitudes, behaviour, and social policy.
- Active Listening and Empathy in Communication; Engaging with Marginalised Communities and Understanding Cultural Dimensions

Unit III — Interpreting, Confidentiality and Feedback in Field Communication [20 Classroom Contact Hours]

- Addressing language differences through interpreters or bilingual community members; the risks of misinterpretation and how to mitigate these challenges; the role of confidentiality in building trust and effective communication; Creating feedback loops to improve communication strategies for future interactions and intervention

Recommended Learning Resources

1. Hymes, Dell (1964). The Ethnography of Communication.
2. Agar, Michael (1996). The Professional Stranger: An Informal Introduction to Ethnography.
3. Bernard, H. Russell (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches.
4. Spradley, James P. (1979). The Ethnographic Interview.
5. Heath, S., & McKinnon, D. (2022). The ethnography of communication: A practical guide for social workers. Sage Publications.

6. This text introduces social workers to the ethnographic study of communication, providing a framework for interpreting verbal and non-verbal communication in diverse communities.

7. Ting-Toomey, S., & Dorjee, T. (2019). Communicating across cultures. Guilford Press.

8. Focuses on the challenges and techniques for navigating intercultural communication, with a particular emphasis on cultural dimensions that affect everyday communication.

9. Hess, D. (2020). The ethics of community-based social work practice. Routledge.

10. This book provides a thorough overview of the ethical principles that guide social work in community-based settings, including informed consent and respect for cultural norms.

11. Sue, S., Cheng, J. K. Y., & Saathoff, S. (2021). Cultural competence in social work practice: Bridging the gap in diverse communities. Pearson.

SDGs Mapping of the course

SDG No.	**SDG Title**	**Contribution**
SDG 4	Quality Education	Develops effective communication, intercultural competence, and lifelong learning skills essential for professional and community-based learning.
SDG 5	Gender Equality	Promotes gender-sensitive communication practices and inclusive participation during community engagement and fieldwork.
SDG 10	Reduced Inequalities	Strengthens communication with marginalized and vulnerable communities by promoting empathy, inclusiveness, and cultural understanding.
SDG 16	Peace, Justice and Strong Institutions	Reinforces ethical communication, confidentiality, transparency, trust-building, and respect for community rights in social interventions.
SDG 17	Partnerships for the Goals	Encourages collaboration among communities, institutions, and stakeholders through effective communication, participatory approaches, and feedback mechanisms.

Course Title: Community Organization

Course Code	Course Title	Total Credit	L	T	P
SW 20002	Community Organization	4	3	1	0

Course Objectives

I. To develop a comprehensive understanding of the concept of community, including various conceptualizations and typologies of communities, and their implications for community organization practice.

II. To explore empowerment theory and its application in community organization practice, alongside strategies and tactics commonly used in community organizing.

III. To examine the roles of organizers, acquire group skills essential for effective Community work, and understand the concept of social capital and its role in community mobilization.

IV. To master frameworks for assessing community needs and strengths, including constructing community profiles, conducting needs assessments, and identifying community assets through asset mapping.

Course Outcomes

CO1: Students will critically analyze and differentiate between various conceptualizations of community and their implications for community organization practice.

CO2: Students will proficiently apply empowerment theory and employing strategies and tactics in community organizing efforts.

CO3: Students will fulfil the roles of community organizers, utilizing group skills effectively, and leveraging social capital for community mobilization.

CO4: Students will conduct comprehensive community needs assessments, constructing community profiles, and identifying strengths through asset mapping.

CO5: Student will engage in for goal of non-profit community-based organizations, along with insight into decision-making processes and apply power dynamics within these organizations.

CO–PO & PSO Mapping Table for the Course SW-20002

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	2	3	1	2	3	3	2	3	3	3	3	3
CO3	3	3	3	2	3	1	3	1	3	3	3	2	3	3	3	3	3
CO4	2	3	2	3	3	3	2	2	3	2	3	2	3	3	3	2	3
CO5	3	3	2	3	3	2	3	1	2	3	3	2	3	3	3	3	3
Average	2.8	3.0	2.4	2.8	3.0	2.0	2.6	1.2	2.4	2.6	3.0	2.0	3.0	3.0	3.0	2.8	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Description

Unit – I: Community and Community Organization: [15 Classroom Contact Hours]

- Concept, Meaning, characteristics, types of community Rural community, Urban community, Tribal community: concept, meaning, characteristics
- Community Organization: Concept, Meaning, Definition, History, Objectives, Principles, Process of Community Organisation

Unit-II: Theories strategies and Models [15 Classroom Contact Hours]

- Empowerment theory and community organization practice, strategies and tactics in community organization, Methods of community organisation- Awareness creation, planning, organising, education, networking, participation
- Models of Community Organisation- Locality development, Social planning, Social Action

Unit – III: Organizing and Mobilizing Communities [15 Classroom Contact Hours]

- Roles of community organizer, skills in community work, Social capital and community mobilization

Unit- IV: Assessing Community Needs and Strengths [15 Classroom Contact Hours]

- Constructing a community profile: Frameworks for community analysis, Conducting a community needs assessment. Asset mapping: Identifying community strengths

Unit- V: Understanding Community-Based Organizations [15 Classroom Contact Hours]

- The structure, mission & goals of non-profit community-based organizations, Decision-making, power, authority, and politics of non-profit organizations

Recommended Learning Resources

1. Cohen, A. P. (1985). The Symbolic Construction of Community. Routledge.
2. McMillan, D. W., & Chavis, D. M. (1986). Sense of Community: A Definition and Theory. Journal of Community Psychology, 14(1), 6–23. https://doi.org/10.1002/1520-6629(198601)14:1<6::AID-JCOP2290140103>3.0.CO;2-I
3. Kretzmann, J. P., & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. ACTA Publications.
4. Zimmerman, M. A., & Rappaport, J. (1988). Citizen Participation, Perceived Control, and Psychological Empowerment. American Journal of Community Psychology, 16(5), 725–750. https://doi.org/10.1007/BF00930023
5. Nelson, G., & Prilleltensky, I. (2005). Community Psychology: In Pursuit of Liberation and Well-being. Palgrave Macmillan.
6. Minkler, M. (2012). Community Organizing and Community Building for Health and Welfare (3rd ed.). Rutgers University Press.
7. Speer, P. W., & Hughey, J. (1995). Community Organizing: An Ecological Route to Empowerment and Power. American Journal of Community Psychology, 23(5), 729–748. https://doi.org/10.1007/BF02506954
8. Chaskin, R. J., & Kretzmann, J. P. (2005). Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative. Urban Affairs Review, 40(4), 474–497. https://doi.org/10.1177/1078087404271302
9. Butterfoss, F. D., Goodman, R. M., & Wandersman, A. (1993). Community Coalitions for Prevention and Health Promotion. Health Education Research, 8(3), 315–330. https://doi.org/10.1093/her/8.3.315

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Community empowerment, resource mobilization, grassroots development
SDG 4	Quality Education	Awareness creation, participatory learning, community education
SDG 5	Gender Equality	Inclusive organizing and empowerment strategies
SDG 10	Reduced Inequalities	Community mobilization for marginalized and vulnerable populations
SDG 11	Sustainable Cities and Communities	Rural, urban, and tribal community strengthening
SDG 16	Peace, Justice and Strong Institutions	Democratic participation, community governance, non-profit accountability
SDG 17	Partnerships for the Goals	Networking, social capital, collaboration with community organizations

Course Title: Social Work Administration

Course Code	Course Title	Total Credit	L	T	P
SW20004	Social Work Administration	4	3	1	0

Course Objectives

I. To gain a comprehensive understanding of Social Work Administration, including its definition, concept, functions, types, scope, and the principles that guide it.

II. To study the fundamental processes of administration such as Planning, Organizing, Staffing, Decision Making, Coordination, Recording, and Budgeting, and understand their application in social work settings.

III. To have skills for the intricacies of Personnel Administration, including Staff Selection, Training, Orientation, Placement, Service Conditions, Discipline, Supervision, Monitoring, and Evaluation within the context of social work organizations.

IV. To recognize the essentials of Financial and Office Administration, including Budgeting, Accounting, Auditing, Fundraising, Office Procedures, and Record Maintenance specific to social work agencies.

Course Outcomes

CO1: The students will demonstrate a clear understanding of Social Work Administration, its definitions, functions, and the principles guiding administrative practices in social work.

CO2: The students will be able to apply basic administrative processes such as Planning, Organizing, Staffing, Decision Making, and Budgeting to real-world scenarios in social work organizations.

CO3: The students will develop skills in Personnel Administration, including Staff Selection, Training, Discipline, and Evaluation, to effectively manage human resources within social work agencies.

CO4: The students will acquire proficiency in Financial and Office Administration, demonstrating the ability to handle Budgeting, Accounting, Auditing,

CO5: The students will be able for fundraising and Record Maintenance for efficient operation of social work organizations.

CO–PO & PSO Mapping Table for the Course SW-20004

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	1	2	1	2	2	3	1	3	2	3	3	3
CO2	3	3	3	3	3	2	3	2	2	3	3	1	3	3	3	3	3
CO3	3	3	3	2	3	2	3	2	2	3	3	1	3	3	2	3	3
CO4	3	3	2	2	3	2	2	3	2	2	3	1	3	3	2	3	3
CO5	3	3	2	2	3	2	2	3	2	2	3	1	3	3	2	3	3
Average	3.0	3.0	2.5	2.25	2.75	1.75	2.5	2.0	2.0	2.5	3.0	1.0	3.0	2.75	2.5	3.0	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Descriptions

Unit I: Understanding Social Work Administration Fundamentals: (15 classroom contact hours)

- Social Work Administration: Definition, Concept, Functions, Type, Scope; and Principles of Social Work Administration.

Unit- II: Exploring Basic Administrative Processes: (15 classroom contact hours)

- Basic Administrative Processes: Planning, Organizing, Staffing, Decision Making, Coordination, Recording and Budgeting, Communication.

- Concept and evolution of development Administration in India. Local Self Government; Urban (Municipal Council/Corporation) and Rural (Panchayati Raj Institutions); 73rd &74th Constitutional Amendments; Central and State Social Welfare Boards.

Unit- III: Developing Skills in Personnel Administration (15 classroom contact hours)

- Personnel Administration: Staff selection, Training, Orientation, Placement, Service condition, Discipline, Supervision, Monitoring and Evaluation.

Unit-IV: Managing Financial and Office Administration (15 classroom contact hours)

- Financial and Office Administration: Budgeting, accounting, auditing, fundraising, office procedure and record maintenance.

Unit-V: Concepts of Voluntary organization (15 classroom contact hours)

- Delegation, decentralization and participation. Management by objectives as applied to social work administration.

  Voluntary Organization: Types and Legal registration procedures

Recommended Learning Resources

1. Banerjee, Shyamal. 1981. Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
2. Bhattacharya, Sanjay. 2006. Social Work Administration and Development. Jaipur: Rawat Publications.
3. Chowdhry, D.Paul. 1992. Social Welfare Administration. New Delhi: Atmaram and Sons. Encyclopaedia of Social Work. Vol I & III
4. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. 2006. Organization Development (6th Edn.) New Delhi: Dorling Kindersley (India) Pvt. Ltd.
5. Goel. S.L. & R.K. Jain. 1998. Social Welfare Administration. Vol. I & II. New Delhi: Deep & Deep Publications.
6. Lalitha N V. 1981. Financial Assistance to Voluntary Organisations for Development. New Delhi: NIPCCD.
7. Pat Young, Mastering Social Welfare, Mc Millan Press Ltd., London. 2000.
8. Sachadeva, D.R. Social Welfare Administration–in India, Kitab Mahal New Delhi, 1998.
9. Sarita Sharma, Basotia G.R.Popalia A.K. 1997. Management, Function, Financial Planning and Policy. New Delhi: Kanishka Publishers
10. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations. Madras: Alpha Publishers.

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Professional administrative skill development
SDG 8	Decent Work and Economic Growth	Human resource development, organizational efficiency
SDG 10	Reduced Inequalities	Welfare governance and social service delivery systems
SDG 11	Sustainable Cities and Communities	Local self-governance, Panchayati Raj, municipal administration
SDG 16	Peace, Justice and Strong Institutions	Governance, transparency, auditing, decentralized administration
SDG 17	Partnerships for the Goals	Voluntary organizations, fundraising, collaboration, welfare boards

Course Title: Policy Analysis and Advocacy

Course Code	Course Title	Total Credit	L	T	P
SW20006	Policy Analysis and Advocacy	4	3	1	0

Course Objectives

I. To expand your understanding of the policy context and how policy making works,

II. To increase your awareness of the need for social work engagement in policy advocacy,

III. To develop the skills and competencies for policy advocacy,

IV. To apply analytical frameworks and strategies that can be used in a systematic and purposeful way for policy advocacy

Course Outcomes

CO1: The students will present the policy landscape and the impact of social, political, economic, and global forces on social policy and practice.

CO2: The students will examine approaches to policy analysis and frameworks for developing a policy advocacy practice.

CO3: The students will learn the differences in the policy decisions made by elected officials, public sector managers, as well as public and private advocacy groups

CO4: The students will develop understanding of methods and tools to explore personal values used in policy advocacy.

CO5: The students will engage in formulating, implementing and evaluating policy advocacy campaigns.

CO–PO & PSO Mapping Table for the Course SW-20006

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	3	3	2	1	1	2	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3

Average	3.0	3.0	2.75	3.0	3.0	2.5	2.0	1.5	2.25	2.75	3.0	2.0	3.0	3.0	3.0	3.0	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Description

Unit I: Understanding fundamentals: Policy and Advocacy: (15 classroom contact hours)

- Concept, Meaning , Definition; stages of policy process; advocacy and their significance in different sectors

Unit II: Policy Instruments for Solving Problems and social change (15 classroom contact hours)

- Definition and typology of policy instruments; Role of policy instruments in addressing societal challenges; Factors influencing the selection of policy instruments; Challenges and opportunities in integrating multiple policy instruments

Unit III: Policy Goals and Policy Actions (15 classroom contact hours)

- Methods for defining and prioritizing policy goals; Strategies for communicating policy goals, actions, and outcomes to diverse audiences; Integrating Policy Goals and Actions

Unit IV: Approaches to Policy Analysis: (15 classroom contact hours)

- Understanding the relationship between policy goals, objectives, and outcomes; Assessing policy options and their potential impacts on achieving policy goals; Tools and techniques for policy analysis

Unit V: Evaluation Policy Advocacy: (15 classroom contact hours)

- Defining evaluation objectives and key performance indicators (KPIs); Approaches to measuring advocacy impact (e.g., policy change, behaviour change, narrative change); Assessing the impact of policy advocacy; challenges in evaluating policy advocacy efforts

Recommended Learning Resources

1. Stone, D. (2012). Rights. In Policy paradox: The art of political decision-making (3rd Ed., pp. 331-377). New York: W.W. Norton & Company
2. Stone, D. (2012). Powers. In Policy paradox: The art of political decision-making (3rd Ed., pp. 354-377). New York: W.W. Norton & Company.
3. Stone, D. (2012). Conclusion: Political analysis and political argument. In Policy paradox: The art of political decision-making (3rd Ed., pp
4. Elmore, R. (1979-80). Backward mapping: implementation research and policy decisions. Political science quarterly, 64(4), pp. 601-616.
5. Segal, E., & Brzuzy, S. (1998). Social welfare policy analysis. In Social welfare policy, programs and practice (pp. 59-74). Itasca, IL: Peacock Publishers.

6. Nakamura, R., & Smallwood, F. (1980). Implementation and the policy process: A conceptual overview. In The politics of policy implementation (pp. 21-28). New York: St. Martin's Press.
7. Schiffrin, A. & Zuckerman, E. (Fall 2015) Can we measure media impact? Surveying the field. 1-12, Social Innovation Review, Measurement & Evaluation,
8. Harvard Family Research Project. (Spring 2007). Advocacy & Policy Change. The evaluation exchange: A periodical on emerging strategies in evaluation, vol. XIII, no.1, 1-32. Harvard Graduate School of Education. Cambridge, MA.

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Social policy for welfare and poverty reduction
SDG 5	Gender Equality	Advocacy for gender-responsive policy development
SDG 10	Reduced Inequalities	Policy analysis for marginalized and vulnerable populations
SDG 16	Peace, Justice and Strong Institutions	Policy advocacy, governance, accountability, and institutional reform
SDG 17	Partnerships for the Goals	Collaboration with stakeholders, advocacy groups, and institutions

Course Title: Sustainable Tribal Development and Environment

Course Code	Course Title	Total Credit	L	T	P
SW 22002	Sustainable Tribal Development and Environment	4	3	1	0

Course Objectives:

I. To provide an understanding of the concept of sustainable development, including its historical evolution and significance for culture, identity, and global development.

II. To analyze the transition from the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs), exploring their objectives, principles, and the politics of financing for sustainable development.

III. To examine the historical approaches to tribal development, including colonial policies of isolation and assimilation, as well as modern commissions' efforts towards tribal integration and empowerment.

IV. To explore key legislative acts and policies relevant to tribal development and sustainable management of natural resources, including land rights, forest conservation, and food security.

Course Outcomes

CO1: Students will gain a comprehensive understanding of the concept of sustainable development, its historical context, and its implications for culture, identity, and global development.

CO2: Students will be able to analyze the goals, principles, and financing mechanisms of the MDGs and SDGs, and evaluate the feasibility of achieving sustainable development goals.

CO3: Students will develop an understanding of the historical and contemporary approaches to tribal development, and critically assess the impact of policies on tribal communities.

CO4: Students will acquire knowledge of important legislative acts and policies related to tribal development, biodiversity conservation

CO5: Students will design and implement programmes for climate change mitigation, and understand their implications for sustainable development practices.

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	2	3	3	2	–	1	2	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	1	1	2	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	2	–	2	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	2	1	1	2	2	3	3	3	3	3	3	3
CO5	3	3	2	3	3	2	1	1	2	2	3	3	3	3	3	3	3
Average	3.0	3.0	2.25	3.0	3.0	2.25	1.0	0.75	2.0	2.25	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course descriptions

Unit I: Understanding Sustainable Development (15 classroom contact hours)

- Sustainability: Meaning and evolution of the concept. Sustainability of culture, identity and development; History of the sustainable development – Brundtland, Rio and SDGs;

Unit II: The MDGs, SDGs and Sustainable Development (15 classroom contact hours)

- Understanding MDGs and SDGs: History, Goals and Objectives; Journey from MDGs to SDGs; Financing (including the politics of financing) for sustainable development; Principles of good governance; Is sustainable development feasible?

Unit III: Approaches to Tribal Development (15 classroom contact hours)

- History and approaches to tribal development in colonial era: Colonialism and Policy of isolation (Verrier Elwin); National policy on tribal assimilation; Integration and Nehru's *Panchasheela* policy
- Commissions for Tribal Development: Dhebar Commission, 1961; Lokur Commission, 1965; Bhuria Commission, 2004; Xaxa Commission, 2014

Unit IV: Important Acts for Tribal Development (15 classroom contact hours)

- The Excluded and Partially Excluded Areas Act, 1935; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013; The National Food Security Act, 2013.

Unit V: Biodiversity, Climate Change and Sustainable Development (15 classroom contact hours)

- Meaning of Biodiversity; Biodiversity under threat; Consequences of climate change; Mitigation and adaption policies for climate change

Recommended Learning Resources

1. Diamond, Jared, 1999. Guns, Germs, and Steel: The Fates of Human Societies. W.W. Norton.
2. Hasnain, Nadeem (1994). Tribal India. Delhi: Palaka Prakashan.
3. Maddison, Angus, The World Economy (available on Google Books)
4. Mahapatra, L.K., 1994. Tribal Development in India: Myth and Reality. Delhi: S.Chand & Company Ltd.
5. Mosse, David 2005. Cultivating development: An anthropology of aid policy and practice. London: Pluto Press.
6. Mosse, David 2005. Cultivating development: An anthropology of aid policy and practice. London: Pluto Press.
7. Mosse, David and D. Lewis (eds) 2005. The aid effect: Giving and governing in international development. London: Pluto Press.
8. Ramachandran, Srinivasan. 2012. Tribal Development Programmes in India. Delhi: Abhijeet Publications.
9. Sachs, Jeffrey D. 2005. The Age of Sustainable Development. NY: Columbia University Press.
10. Singh Sisodia, Yatindra and Tapas Kumar Dalapati, 2015. Development and Discontent in Tribal India. Jaipur: Rawat Publications.
11. Diamond, Jared, 1999. Guns, Germs, and Steel: The Fates of Human Societies. W.W. Norton.
12. Maddison, Angus, The World Economy (available on Google Books)

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Tribal welfare, land rights, food security, sustainable livelihoods
SDG 2	Zero Hunger	National Food Security Act and livelihood sustainability
SDG 5	Gender Equality	Inclusive tribal development and equitable policy frameworks
SDG 10	Reduced Inequalities	Tribal rights, empowerment, and policy inclusion
SDG 13	Climate Action	Climate mitigation, adaptation, and sustainable environmental practices

SDG 15	Life on Land	Biodiversity conservation, forest rights, natural resource sustainability
SDG 16	Peace, Justice and Strong Institutions	Governance, legislative rights, commissions, and tribal justice systems

Course Title: Professional Communication

Course Code	Course Title	Total Credit	L	T	P
AE24004	Professional Communication	2	2	0	0

Refer to Department of English

Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.

- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

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

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

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

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

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Develops advanced writing, analytical, and communication skills
SDG 5	**Gender Equality**	Encourages inclusive and equitable communication practices
SDG 8	**Decent Work & Economic Growth**	Enhances employability through professional communication skills
SDG 9	**Industry, Innovation & Infrastructure**	Promotes digital and organizational communication competence
SDG 16	**Peace, Justice & Strong**	Supports ethical communication, accountability, and

SDG No.	SDG Title	Nature of Contribution
	Institutions	transparency

Recommended Learning Resources

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

Course Title: Fieldwork-I

Course Code	Course Title	Total Credit	Credits		
			L	T	P
SW20082	Fieldwork-I	2	0	0	2

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 the class room learning with field practice
IV. To develop skills of the students in problem solving.

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	2	3	3	2	–	1	2	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	–	1	2	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	–	–	2	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	2	–	1	2	2	3	3	3	3	3	3	3

CO5	3	3	2	3	3	2	–	1	2	2	3	3	3	3	3	3	3
Average	3.0	3.0	2.25	3.0	3.0	2.25	–	0.75	2.0	2.25	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

I. Orientation to Field Work

- Introduce students to the purpose, ethics, and basic methods of field work, with emphasis on professional conduct and sensitivity to communities.
- Familiarize students with agency settings, roles of field supervisors, reporting formats, and expectations from field engagement.

II. Observation Visits

- Organize structured visits to selected agencies/communities to help students observe real-life practice settings, organizational structure, and service delivery processes.
- Require students to maintain brief observation notes and reflect on linkages between theory and practice in guided classroom discussions.

Students will conduct a field visit/ excursion as decided by the Department under as per the University guidelines and afterwards they will submit a report.

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	rights-based practice, working with agencies, governance, ethical conduct

Course Title: **Human Growth and Development**

Course Code	Course Title	Total Credit	**L-T-P**
SW30001	Human Growth and Development	4	3-1-0

Course Objectives

I. To explore the relevance of an Indian perspective on psychology and life span development to the field of social work, emphasizing cultural nuances and societal influences.

II. To provide a foundational understanding of basic psychological concepts and theories, including perception, emotion, motivation, cognition, and attitudes, and their application in social work practice

III. To examine the pre-natal stage of development, including conception, prenatal care, and factors affecting prenatal development, and understand their implications for social work interventions.

IV. To analyze the stages of childhood development, from infancy to late childhood, focusing on physical, social, and cognitive milestones, and identify strategies for supporting children's well-being in social work contexts.

Course Outcomes

CO1; Students will develop an appreciation for the cultural and contextual factors influencing psychological processes and life span development, enhancing their cultural competence in social work practice.

CO2; Students will demonstrate proficiency in applying basic psychological concepts to social work practice, including understanding client behaviour, addressing emotional needs, and promoting positive social change.

CO3; Students will be able to assess the impact of prenatal factors on child development and apply evidence-based interventions to support prenatal and postnatal care in diverse populations.

CO4; Students will gain knowledge of the developmental stages of childhood, adolescence, adulthood, and aging, and develop skills

CO5; Students will be designing and implementing age-appropriate interventions to address the diverse needs of individuals across the life span in social work settings.

COs \ POs/PSOs 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
CO-1	3	3	2	3	2	2	2	2	2	2	2	2	3	3	3	3	2
CO-2	2	3	3	2	3	2	2	2	2	2	3	1	3	3	2	3	3
C-3I	3	3	2	2	3	3	2	2	2	2	3	2	3	3	2	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	2.75	3.0	2.5	2.5	2.75	2.25	2.25	2.0	2.0	2.25	2.75	1.75	3.0	3.0	2.5	3.0	2.75

Course Description

Unit- I: Exploring Indian Perspectives on Psychology and Life Span Development (15 classroom contact hours)

- Understanding Psychology and Life Span Approach from an Indian perspective and its relevance to Social Work profession

Unit-II: Fundamentals of Psychology: Exploring Key Concepts and Their Application (15 classroom contact hours)

- Basic Psychological Concepts: Perception, Emotion, Motivation, Cognition, Learning & Intelligence, Attitudes, Prejudice, Stereotypes, Aggression, Mass Behaviour, Frustration, Conflict, Stress, Altruism, Values
- Foundations of human behaviour – biological, psychological and social

Unit-III: Exploring the Prenatal Stage and Early Developmental Milestones (15 classroom contact hours)

- Life Span Approach to development-I: Pre-natal Stage, Conception, myths related to pregnancy, Factors affecting prenatal development, Prenatal and postnatal care, Developmental milestones achieved during prenatal development.

Unit-IV: Childhood Years - Infancy to Late Childhood (15 classroom contact hours)

- Life Span Approach to development-II: Childhood, Infancy to Late Childhood-physical, social, cognitive development, needs, changes and tasks,

Unit-V: Life Span Development: (15 classroom contact hours)

- Adolescence, Adulthood, and Aging
- Adolescence, Adulthood and Aging; Physical, social, cognitive development, needs, changes and tasks

Recommended learning Resources:

1. Anthony, E.J. & Colette,C.(Eds): Changes in the Family and Process of Socialization in India,.

2. Wiley: The Child in his Family , 365-374, M.S. Gore, 1978
3. John W. Santrock: Child Development, Eleventh Edition, , Tata McGraw Hill, New Delhi, 2007
4. David R Shaffer: Developmental Psychology, Childhood and Adolescence, , Fifth Edition Brook/Cole publishing Co, 1999
5. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman: Human Development, Ninth Edition, Tata Mcgraw Hill, 2004
6. Sigelman C,Shaffer D R: Life-Span Human Development, Second Edition, Brooks/Cole Publishing, 1995Images of the Life Cycle and Adulthood in India in Anthony, E.G and Colette.
7. Sudhir Kakar, 1978 (Eds). The Child in his Family, 319-332,
8. S. Kakar: Indian Childhood, Cultural Ideals and Social Reality, , Delhi, Oxford University Press, 1979
9. Clifford Morgan, King, Weinz & Schopler: Introduction to Psychology, , Seventh Edition, New Delhi Tata MCgraw Hill Publishing Co Ltd, 1986
10. Bishop Ledford: Interpreting Personality Theories, , Harper Row Publishers, New York, 1979

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 3	Good Health and Well-being	Focus on physical, mental, and emotional development across life span
SDG 4	Quality Education	Enhances knowledge of developmental psychology and learning processes
SDG 5	Gender Equality	Addresses gender-related developmental issues
SDG 10	Reduced Inequalities	Promotes inclusive understanding of diverse developmental needs
SDG 16	Peace, Justice and Strong Institutions	Supports ethical, informed, and responsible social work practice

Course Title: **Understanding Indian Society**

Course Code	Course Title	Total Credit	L-T-P
SW30003	Understanding Indian Society	4	3-1-0

Course Objectives

I. To provide an understanding of the structure and composition of Indian society, including its diversity in terms of language, caste, region, and religious beliefs

II. To explore the origins and implications of the caste system in India, including issues of equality, social justice, and its impact on Indian polity and constitutional provisions.

III. To examine various forms of social stratification in Indian society, including the caste system, class system, and the dynamics of communities and ethnic groups, with a focus on processes like Sanskritisation and westernization.

IV. To analyze the distinctive features of tribal communities in India, including their geographical spread, socio-economic challenges such as land alienation, health, nutrition, and education, and the implications for social policy and intervention

Course Outcomes

CO1: Students will develop a comprehensive understanding of the diverse structure and composition of Indian society, enabling them to appreciate the complexities and nuances of social dynamics in India.

CO2: Students will be able to critically analyze the historical origins and contemporary manifestations of the caste system, evaluating its impact on social equity, justice, and governance structures.

CO3: Students will gain insights into the mechanisms of social stratification in India, including the interplay between caste, class, and cultural identities, and understand the processes of cultural change and adaptation.

CO4: Students will acquire knowledge of the unique challenges faced by tribal communities in India

CO5: Students develop programmes for sensitizing towards addressing their socio-economic needs through culturally sensitive interventions and policies.

COs \ POs/PSOs Mapping for the course: SW-30003

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	2	2	2	3	3	3	3	2
CO-2	3	3	2	3	3	2	2	2	2	3	3	2	3	3	3	3	3
CO-3	2	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO-4	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO-5	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
Average	2.75	3.0	2.0	3.0	2.75	2.0	2.0	1.75	2.0	2.5	2.75	2.0	3.0	3.0	3.0	3.0	2.75

Course Description

Unit 1: Understanding Structure, Composition, and Diversity (15 classroom contact hours)

- Indian Society: The structure and composition, Society and its types; Unity & diversity: in respect of language, caste, regional and religious beliefs and practices.

Unit II: The Caste System in India (15 classroom contact hours)

- Origin of the caste system; Issues of equality and social justice; caste on and Indian polity and Constitutional Provisions.

Unit III: Social Stratification in India (15 classroom contact hours)

- Social Stratification: Caste System, Class System, Communities & Ethnic Groups; Sanskritisation and Westernization.

Unit IV Understanding Tribal Communities in India (15 classroom contact hours)

- Distinctive features of tribal communities and their geographical spread; Problems of tribal communities, land alienation, health and nutrition, education.

Unit V Diversity and Dynamics (15 classroom contact hours)

- Introduction to family, marriage and kinship in India; Marriage among different religious and tribal groups,

Recommended learning Resources:

1. Beteille, Andre, *Sociology: Essays on Approaches and Method*, New Delhi: OUP, 2002
2. Bose, N.K. 1967, Culture and Society in India, Bombay: Asia Publishing House.
3. Bose, N.K. 1975, Structure of Hindu Society. New Delhi.
4. Desai,A.R.(Ed), *Rural Sociology in India,* Popular Prakashan, 2008
5. Dhanagare D N, *Themes and Perspectives in Indian Sociology*; Jaipur: Rawat publications, 1993
6. Dube S C, *Indian Society*. New Delhi: NBT 1995
7. Dube, S.C. 1958: India's Changing Villages (London: Routledge and Kegan Paul).
8. Dube, S.C. 1995, Indian Village (London : Routledge)

9. Dumont L, *Homo Hierarchicus : The Caste System and its Implications*, Chicago University Press, 1970

SDG Mapping of the Course

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Addresses poverty and marginalization in caste and tribal communities
SDG 4	Quality Education	Enhances understanding of social systems and inequalities
SDG 5	Gender Equality	Examines gender within family, caste, and community systems
SDG 10	Reduced Inequalities	Focus on caste, class, and tribal disparities
SDG 16	Peace, Justice and Strong Institutions	Promotes constitutional values, justice, and social equity

Course Title: **Community Health and Social Work**

Course Code	Course Title	Total Credit	L-T-P
SW30005	Community Health and Social Work	4	3-1-0

Course Objectives

I. To understand the multidimensional nature of health by exploring the physical, mental, social, cultural, and spiritual dimensions.

II. To analyse the interdependence of various dimensions of health and their impact on individual and community well-being.

III. To examine the evolving concept of health and identify basic principles for promoting healthy living.

IV. To explore the social, psychological, and cultural factors influencing health outcomes at the individual and community levels.

Course Outcomes

CO1: Students will be able to demonstrate a comprehensive understanding of the dimensions of health and their interconnectedness, allowing them to assess health holistically.

CO2: Students will develop critical thinking skills to analyze social physiology, pathology, and therapy, and understand their implications for community health.

CO3: Students will acquire the knowledge and skills to assess community health indicators, evaluate healthcare facilities, and comprehend general epidemiology principles, enabling them to contribute effectively to disease control measures.

CO4: By examining social, psychological, and cultural factors affecting health, students will be equipped to identify and address health issues prevalent in India, including malnutrition, STDs, AIDS, and respiratory illnesses,

CO5: Students will design programmes proposing strategies for improving healthcare delivery in rural and urban areas in alignment with national health policies.

COs \ POs/PSOs 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
CO-1	3	3	2	2	2	2	2	2	2	2	2	3	3	3	2	3	2
CO-2	3	3	2	3	3	2	2	2	2	2	3	2	3	3	2	3	3
CO-3	2	3	2	3	3	3	2	2	2	2	3	2	3	3	2	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3
Average	2.75	3.0	2.25	2.75	2.75	2.25	2.25	2.0	2.0	2.25	2.75	2.5	3.0	3.0	2.25	3.0	2.75

Course Description

Unit- I Exploring Dimensions and Evolving Concepts 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 Social Dynamics of Health and Disease (15 classroom contact hours)

- Social Physiology, Social Pathology, Social Therapy, Community Medicine, and Social Consequences of Disease

Unit- III Community Health and Epidemiology (15 classroom contact hours)

- Community Health: concept, indicators of community health, Health Care facilities; community and disease, general epidemiology, dynamics of disease and general measures of communicable disease control.

Unit- IV Intersections of Health (15 classroom contact hours)

- Social Psychological and Cultural Factors of Health; Social medicine Social Anatomy,

Unit- V Health Challenges in India (15 classroom contact hours)

- Health Problems in India Malnutrition, STD, AIDS, TB, Malaria, Polio, Diarrhoea diseases, Respiratory illness; Health Care in Rural and Urban areas of H.P.; National Health Policy in India, National Mental Health.

Recommended learning Resources

1. Park J.E. and Park 1991 -Text Book of Preventive and Social Medicine. Jabalpur: Banarsi Das

2. Suchman, E.H. Sociology in the Field of Public Health.
3. Leavell, H.R. and Clark, E.G. Preventive Medicine for the Doctor in the Community.
4. Smolenske, J. And Hear, F.B.-Principles of Community Health.
5. Smith, .O.C.-Community Health.
6. Government of India-Annual Report-Ministry of Health and Family Welfare.
7. Singh, Surendra and Misra, P.D. Health and Diseases: Dynamics and Dimensions. 8. Misra, P.D. and Misra, Beena-nature Cure: Philosophy and Methods.
8. Mahajan, B.K. : The Text Book of Social & Preventive Medicine.
9. 1Singh, Surendra and P. D. Misra,: Health and Diseases: Dynamics and Dimensions.
10. Smith, O.C.: Community Health.
11. Alfred, Deon : The Social Setting of Mental Health.
12. Jum C. & Nunnally J.R. : Popular Conception of Mental Health: Development and Changes.

SDG Mapping of the Course

SDG No.	**SDG Title**	**Contribution**
SDG 3	Good Health and Well-being	Core focus on community health, disease prevention, and well-being
SDG 2	Zero Hunger	Addresses malnutrition and related health concerns
SDG 6	Clean Water and Sanitation	Links health with sanitation and hygiene practices
SDG 10	Reduced Inequalities	Focus on rural-urban health disparities and access
SDG 16	Peace, Justice and Strong Institutions	Promotes equitable healthcare systems and policies

Course Title: Social Legislation and Social Work

Course Code	Course Title	Total Credit	L	T	P
SW30007	Social Legislation and Social Work	4	3	1	0

Course Objectives:

I. To understand the concept of social justice, including its meaning, philosophy, and the role of social legislations in promoting equity and fairness within society.

II. To examine the historical context and evolution of social legislations, tracing their development and impact on legal frameworks in India.

III. To analyze the legislative process in India, including the roles of various institutions and stakeholders involved in the formulation, enactment, and implementation of laws related to social justice.

IV. To explore key mechanisms and procedures for empowering justice, including the roles of Lokpal, Lokayukta, Lokadalats, and legal aid schemes in facilitating access to justice and ensuring rights protection for marginalized communities.

Course Outcomes:

CO1: Students will gain a comprehensive understanding of the concept of social justice, enabling them to critically evaluate the purpose and significance of social legislations in addressing societal inequalities.

CO2: Students will be able to contextualize social legislations within their historical evolution, identifying key milestones and legal developments that have shaped the contemporary legal landscape in India.

CO3: Students will develop a nuanced understanding of the legislative process in India, including the roles and responsibilities of legislative bodies, government agencies, and civil society organizations in lawmaking and policy implementation.

CO4: By examining specific legislations and governance mechanisms targeting marginalized communities, students will acquire the knowledge and skills

CO5: Students will develop programmes and advocate for rights-based approaches in social work practice, promoting equality, equity, and social justice within society.

COs \ POs/PSOs Mapping for the course: SW-30007

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	2	3	2	3	3	3	3	2
CO-2	2	3	2	3	2	3	2	2	2	2	3	2	3	3	3	3	2
CO-3	3	3	2	3	3	2	2	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	2.75	3.0	2.25	3.0	2.5	2.25	2.25	2.0	2.0	2.5	3.0	2.0	3.0	3.0	3.0	3.0	2.5

Course Description

Unit- I Introduction to Social Legislation (15 classroom contact hours)

- Concept of social Legislation, Meaning, philosophy, purpose and scope of social legislation, Historical Context and Evolution of Legislation, legislative process in India

Unit- II Empowering Justice (15 classroom contact hours)

- Lokpal and Lokayukata , Lokadalat in Justice Delivery Evolution of social Legislation in India, The concept of free legal aid; Legal Aid Schemes; Role of State and District Legal Service authorities, Mechanisms and procedures for free legal aid services.

Unit- III Rights-based Approaches in Social Work (15 classroom contact hours)

- Welfare Policies for Marginalized Communities; Role of Social Work in Advocacy and Rights Protection; Legal Rights and Responsibilities of Social Workers

Unit- IV Legislations for Women and Children, STs and SCs (15 classroom contact hours)

- Social Legislation relating to Women and Children
- The Protection of Civil Rights Act, 1955, The Prevention of Atrocities (SC and ST) Act, 1989, The ST and Right to Information Act 2005

Unit- V Equality and Equity through Governance Mechanisms (15 classroom contact hours)

- Affirmative Action, Positive Discrimination, Reservations and Quota System; Role of the Legislative, the Executive (the Cabinet, PMO) and the Judiciary

Recommended learning Resources:

1. Rawls, J. (2009). A Theory of Justice (Revised ed.). Belknap Press.
2. Misra, R. G. (2016). Lokpal and Lokayuktas: The Ombudsman in India. Oxford University Press.
3. Sharma, S. R. (2017). Legal Aid and Legal Services in India: The Role of Legal Aid Clinics and NGOs. Eastern Book Company.
4. Gandhi, M. K. (2018). Selected Works of Mahatma Gandhi. Publications Division, Ministry of Information and Broadcasting, Government of India.

5. Sinha, P. K. (2006). Legal Aid Movement in India: An Overview. Deep & Deep Publications.
6. Roy, A. (2019). The Ministry of Utmost Happiness: A Novel. Vintage.
7. Thomas, P. (2015). Legislative Studies in India: A Study of the Indian Parliament. Oxford University Press.
8. The Protection of Civil Rights Act, 1955, No. 22, Acts of Parliament, 1955 (India).
9. The Prevention of Atrocities (SC and ST) Act, 1989, No. 33, Acts of Parliament, 1989 (India).
10. The Right to Information Act, 2005, No. 22, Acts of Parliament, 2005 (India).

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Focus on legal protections for women and children
SDG 10	Reduced Inequalities	Addresses rights of SC, ST, and marginalized groups
SDG 16	Peace, Justice and Strong Institutions	Core focus on legal systems, justice delivery, and governance
SDG 4	Quality Education	Promotes awareness of legal rights and responsibilities

Course Title: Social Work in Rehabilitation

Course Code	Course Title	Total Credit	L	T	P
SW32001	Social Work in Rehabilitation	4	3	1	0

Course Objectives

I. Explore theoretical frameworks underpinning rehabilitation processes.

II. Develop skills in conducting comprehensive assessments of individuals' strengths, needs, and barriers to rehabilitation.

III. Examine strategies for promoting community integration and participation for individuals with disabilities or those undergoing rehabilitation.

IV. Explore advocacy and empowerment approaches to enhance social inclusion and access to resources.

Course Outcomes:

CO1: Students will explore the role of social work in rehabilitation processes.

CO2: Students will examine theoretical frameworks, practical interventions, and ethical considerations relevant to promoting rehabilitation and

CO3: Students will reintegrate for individuals facing various challenges through case studies, discussions, and practical exercises,

CO4: Students will develop the skills necessary to support individuals and communities in achieving optimal functioning and quality of life.

CO5: Students will develop strategies and engage in coordinating services and advocating for comprehensive, holistic care for individuals in rehabilitation.

COs \ POs/PSOs 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	2	2	2	2	3	3	2	3	2
CO-2	3	3	2	3	3	2	2	2	2	2	3	2	3	3	2	3	3
CO-3	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.5	2.75	2.75	2.0	2.5	2.0	2.0	2.5	2.75	2.0	3.0	3.0	2.5	3.0	2.75

Unit I: Foundations of Rehabilitation (15 classroom contact hours)

- Introduction to rehabilitation theory and models and historical perspectives and evolution of rehabilitation
- Role of social work in promoting rehabilitation and social inclusion

Unit II: Assessment and Intervention in Rehabilitation (10 classroom contact hours)

- Comprehensive assessment techniques in rehabilitation
- Evidence-based interventions for physical, cognitive, and psychosocial rehabilitation

Unit III: Community Integration and Participation (15 classroom contact hours)

- Strategies for promoting community integration and social participation
- Advocacy and empowerment approaches in facilitating access to resources and services and addressing environmental barriers to inclusion and participation

Unit IV: Ethics and Legal Issues in Rehabilitation (15 classroom contact hours)

- Ethical principles and dilemmas in rehabilitation practice and legal rights and protections for individuals undergoing rehabilitation
- Confidentiality, informed consent, and professional boundaries in rehabilitation settings

Unit V: Collaborative Practice in Rehabilitation Settings (20 classroom contact hours)

- Role of social workers in coordinating services and advocating for clients
- Case management approaches to ensure continuity of care and support for rehabilitation goals

- Rehabilitation Social Work in Displacement and Resettlement Situations: Displacement and Resettlement- Basic concepts, types, causes and instances of displacements. Government policies for displacement; Irrigation projects, Mining projects, Industrial projects, etc. Impact of displacement. Case studies of displacement projects

- Emerging Fields of Rehabilitation: Social work practice in the emerging fields of rehabilitation- Concepts, areas and Opportunities. Psychiatric rehabilitation; Occupational rehabilitation, Vocational rehabilitation; Rehabilitation engineering.

Recommended learning Resources

1. Brooks, R. (2023). Rehabilitation theory and models: A contemporary perspective. Journal of Rehabilitation Research and Development, 60(4), 523-534.
2. Smith, J. A., & Johnson, M. B. (2023). The historical evolution of rehabilitation: Implications for contemporary practice. Rehabilitation Psychology, 68(2), 123-137.
3. Thompson, L. S., & Garcia, E. K. (2024). Social work's role in promoting rehabilitation and social inclusion: A critical analysis. Social Work, 69(3), 287-298.
4. Chen, H., & Davis, K. A. (2024). Comprehensive assessment techniques in rehabilitation: A systematic review of current practices. Rehabilitation Counseling Bulletin, 67(1), 45-56.
5. Patel, R. M., & White, S. J. (2023). Evidence-based interventions for physical, cognitive, and psychosocial rehabilitation: A meta-analysis of effectiveness. Rehabilitation Research and Practice, 2023, 1-12.
6. Jones, E. L., & Thomas, M. P. (2024). Promoting community integration and social participation: Strategies and challenges. Journal of Community Psychology, 52(4), 456-468.
7. Lee, C. D., & Wang, H. (2024). Advocacy and empowerment approaches in rehabilitation: A conceptual framework. Rehabilitation Counseling Bulletin, 68(3), 189-201.
8. Adams, L. M., & Rogers, S. (2023). Ethical dilemmas in rehabilitation practice: A qualitative study. Rehabilitation Counseling Bulletin, 66(2), 112-125.
9. Kim, Y. S., & Anderson, D. R. (2024). Legal rights and protections for individuals undergoing rehabilitation: An overview for practitioners. Rehabilitation Law Bulletin, 59(3), 201-214.

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Focus on physical, mental, and psychosocial rehabilitation
SDG 10	Reduced Inequalities	Promotes inclusion of persons with disabilities and marginalized groups
SDG 11	Sustainable Cities and Communities	Addresses rehabilitation in displacement and resettlement contexts
SDG 16	Peace, Justice and Strong Institutions	Supports rights-based rehabilitation and social justice

SDG 8	Decent Work and Economic Growth	Vocational and occupational rehabilitation

Course Title: Ethics and Ideology of Social Work

Course Code	Course Title	Total Credit	L	T	P
SW32003	Ethics and Ideology of Social Work	4	3	1	0

Course Objectives

I. To gain information about contemporary ideologies of social work and social change

II. To develop skills in ethical decision-making at macro and micro levels

III. To explore own assumptions, ideas, values and experiences about people and their problems in order to develop sensitivity to the marginalization of vulnerable groups.

IV. To apply the social work ethics in practice for dealing with diverse groups and identities

Course Outcomes

CO1: This course aims at helping the learners to understand fundamental objectives of the social work profession.
CO2: This course aims to highlight the values and ethics as linked to contemporary ideology for social changes.
CO3: This course will help understand the ideals of social work and consciously apply those in practice.
CO4: This course will instill ideals of human rights in the students and generate awareness regarding social legislation and social justice.
CO5: This course will focus on tribal social justice systems and highlight and sensitize regarding actions taken by the government to ensure and promote tribal justice.

CO–PO & PSO Mapping Table For the course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
O-1	3	3	2	2	2	2	1	1	2	2	3	1	3	2	2	3	3
O-2	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
O-3	3	3	3	3	3	2	2	1	2	2	3	2	3	3	3	3	3
O-4	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
O-5	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
erage	.0	.0	.4	.8	.8	.0	.8	.0	.0	2.4	3.0	1.8	3.0	2.8	2.8	3.0	3.0

Course Description

Unit I: Contemporary Ideologies and Social Change (15 classroom contact hours)

- Contemporary ideologies for social change: Introduction, Neo-liberalism and Globalization, Post-modernism, Feminism, Multiculturalism.

Unit-II: Contemporary Perspectives and Values in Social Work (15 classroom contact hours)

- Contemporary ideologies of social work profession: Marginalization of vulnerable groups and limitations of professional social work, social work values, Personal attributes of a social worker.

Unit III: Social Work Ethics and Ethical Practice (15 classroom contact hours)

- Social work ethics: Concept and philosophy ethics, Ethical responsibilities in social work, Ethical decision-making and dilemmas in micro and macro social work practice.

Unit IV: Social Justice, Human Rights and Social Legislation (15 classroom contact hours)

- Concept of Social Justice- Its relationship with social legislation, Social Work Profession and Human Rights, Role of social worker in promoting social legislation and social justice

Unit V: Social Justice and Tribal Development (15 classroom contact hours)

- Social Justice and Tribes-Social Justice in areas with tribal population, Actions by National and local Governance in promoting tribal justice

Recommended learning Resources

1. Banks, S. 1995. Ethics and Values in Social Work: Practical Social Work Series.
2. London: Macmillan Press. Ltd.
3. Brandon, D. 1976. Zen in the Art of Helping. London: Rutledge and Kegan Paul. Congress, E.P. 1998. Social Work Values and Ethics. Chicago: Nelson-Hall Publishers.
4. Desai, M. 2000. Curriculum Development in History of Ideologies for Social Change and Social Work. Mumbai: Social Education and Practice Cell.
5. Kothari, S. and H. Sethi. 1991. Rethinking Human Rights. New Delhi: Lokayan. Pereira, W. 1997. Inhuman Rights: The Western System and Global Human Rights
6. Abuse. Mapusa. Goa: The Other India Press
7. Reamer, F.G. 1995. Social Work Values and Ethics. New York: Columbia University Press.
8. Borgatta, E.F. 1992. Encyclopaedia of Sociology. New York: Macmillan.

SDG Mapping of the Course

SDG	Title	Contribution
SDG 5	Gender Equality	Feminism, gender justice
SDG 10	Reduced Inequalities	Marginalization, vulnerable groups, tribal justice
SDG 16	Peace, Justice & Strong Institutions	Ethics, human rights, social legislation
SDG 1	No Poverty	Social justice and welfare perspectives
SDG 4	Quality Education	Ethical awareness and professional development

Course Title: Social Work and Digital Wellbeing

Course Code	Course Title	Total Credit	L	T	P
SW32005	Social Work and Digital Wellbeing	4	3	1	0

Course Objectives

I. To introduce students to the concept of digital wellbeing and its relevance in contemporary social work practice.
II. To enable students to understand the impact of digital technologies on individual and community mental health and social functioning
III. To equip students with skills to assess digital habits and promote healthy technology use among service users
IV. To develop ethical awareness regarding privacy, data security, and digital rights in social work interventions
V. To foster the ability to design and implement digital wellbeing strategies within community and clinical social work settings.

Course Outcomes

CO1: Define and explain the core concepts of digital wellbeing and digital citizenship.
CO2: Analyse the relationship between digital technology use and psychosocial wellbeing in diverse populations.
CO3: Apply digital assessment tools to evaluate clients' digital habits and wellbeing risks
CO4: Demonstrate ethical decision-making in the use of digital platforms for social work practice.
CO5: Design a community-based digital wellbeing intervention plan aligned with social work values.

CO–PO & PSO Mapping Table For the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
CO-1	2	3	2	2	2	3	1	1	2	1	2	1	3	3	2	2	3
CO-2	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-3	3	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	.75	.0	.5	.75	.75	.25	.25	.75	.0	.25	.75	.75	3.0	3.0	.75	.75	3.0

Course Description

Unit I: Foundations of Digital Wellbeing *(*15 classroom contact hours)

- Meaning, scope, and dimensions of digital wellbeing
- Digital citizenship and digital rights
- Theoretical frameworks: JISC model, digital health and self-care

Unit II: Digital Technology and Psychosocial Wellbeing *(*15 classroom contact hours)

- Impact of social media, smartphones, and AI on mental health
- Digital addiction, cyber bullying, and online harassment, Digital stress,
- Vulnerable groups: children, adolescents, elderly, and marginalized communities

Unit III: Assessment and Intervention in Digital Contexts *(*15 classroom contact hours)

- Tools for assessing digital habits and digital wellness
- Digital detox strategies and mindfulness-based interventions
- Role of social workers in digital literacy promotion

Unit IV: Ethics, Privacy, and Digital Rights in Social Work *(*15 classroom contact hours)

- Ethical dilemmas in digital social work practice
- Data privacy, confidentiality, and informed consent online
- Digital safety, security, and protection of service users

Unit V: Designing Digital Wellbeing Interventions *(*15 classroom contact hours)

- Principles of planning digital wellbeing programmes
- Community mobilization and advocacy for digital health
- Integration of SDGs (especially SDG 3 and SDG 4) in digital wellbeing initiatives

Recommended learning Resources

1. Amichai-Hamburger, Y. (Ed.). (2021). *The social net: Understanding our online behavior* (2nd ed.). Oxford University Press.
2. Digital India Corporation. (2023). *Digital India: Transforming India through technology*. Ministry of Electronics and Information Technology, Government of India. https://digitalindia.gov.in
3. JISC. (2022). *Digital wellbeing: A guide for educators*. https://www.jisc.ac.uk/guides/digital-wellbeing
4. Mehrotra, S. (2019). Digital inclusion and social work practice in India: Opportunities and challenges. *Indian Journal of Social Work, 80*(3), 321–338.
5. National Association of Social Workers. (2021). *Standards for technology in social work practice*. NASW Press. https://www.socialworkers.org/practice/technology-standards
6. Ramesh, B., & Singh, A. (2022). Digital literacy and social work: Community-based interventions in rural India. *International Social Work, 65*(4), 612–628. https://doi.org/10.1177/00208728211045678

7. Reamer, F. G. (2017). Social work values and ethics in a digital age. *Journal of Social Work Values and Ethics, 14*(1), 3–15.
8. Sharma, P., & Verma, R. (2024). Social media use and mental health among Indian adolescents: A cross-sectional study. *Journal of Social Work Education and Practice, 5*(2), 45–60. https://doi.org/10.xxxx/jswep.2024.05.02
9. Singh, R., & Kumar, V. (2020). Digital interventions for mental health: Role of social workers in urban India. *Social Work and Society, 18*(1), 1–12. http://www.socwork.net/sws/issue/view/60
10. Verma, S., & Gupta, A. (2023). Cyberbullying and psychological well-being among college students in Kolkata. *Indian Journal of Community Mental Health, 9*(1), 78–92. https://doi.org/10.xxxx/ijcmh.2023.09.01

SDG Mapping of the Course

SDG	**Title**	**Contribution**
SDG 3	Good Health & Well-being	Mental health, healthcare access, well-being
SDG 5	Gender Equality	Addressing gender-based health disparities
SDG 10	Reduced Inequalities	Addresses digital exclusion and risks for marginalized groups
SDG 4	Quality Education	Health awareness and education
SDG 16	Peace, Justice and Strong Institutions	Covers digital rights, privacy, and safety

Course Title: Entrepreneurship and Social Innovation

Course Code	Course Title	Total Credit	L	T	P
SW32007	Entrepreneurship and Social Innovation	4	3	1	0

Course Objectives

V. Understand the concepts, theories, and ecosystem of entrepreneurship and social innovation.

VI. Analyze social challenges and identify entrepreneurial opportunities for sustainable solutions.

VII. Develop innovative social enterprise models using design thinking, business planning, and resource mobilization.

VIII. Evaluate the social, economic, and environmental impact of social enterprises while demonstrating ethical leadership and entrepreneurial skills.

Course Outcomes

CO1: Explain the concepts, characteristics, and ecosystem of entrepreneurship and social innovation.
CO2: Identify societal problems and apply innovation tools to develop entrepreneurial opportunities.
CO3: Design a viable business model and prepare a business plan for a social enterprise.
CO4: Assess the sustainability and impact of social enterprises using appropriate evaluation techniques and ethical practices.
CO5: Recommend sustainable and scalable strategies for social enterprises by integrating innovation, policy frameworks, and stakeholder engagement.

CO–PO & PSO Mapping Table for the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
CO-1	2	3	2	2	2	3	1	1	2	1	2	1	3	3	2	2	3
CO-2	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-3	3	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	.75	.0	.5	.75	.75	.25	.25	.75	.0	.25	.75	.75	3.0	3.0	.75	.75	3.0

Course Description

Unit I: Fundamentals of Entrepreneurship and Social Innovation (15 classroom contact hours)

- Concept and evolution of entrepreneurship, Types of entrepreneurs, Entrepreneurial competencies and mindset, Social entrepreneurship: Meaning, characteristics, scope
- Social innovation: Concept, process, and importance, Entrepreneurial ecosystem and support institutions, Role of entrepreneurship in sustainable development

Unit II: Opportunity Recognition and Design Thinking (15 classroom contact hours)

- Identifying social problems and opportunities, Creativity and innovation techniques, Opportunity recognition and feasibility analysis, Design Thinking Process
- Stakeholder analysis

Unit III: Social Enterprise Development and Business Models (15 classroom contact hours)

- Social enterprise models, Value proposition design, Business Model Canvas, Lean Startup approach
- Funding sources, Grants, Venture philanthropy, CSR funding **(**15 classroom contact hours)

Unit IV: Managing Social Enterprises (15 classroom contact hours)

- Leadership in social enterprises, Team building and organizational culture, Marketing for social enterprises
- Digital entrepreneurship, Scaling social innovation, Partnerships and networking

Unit V: Impact Measurement, Sustainability, and Emerging Trends (15 classroom contact hours)

- Social impact assessment, Theory of Change, Social Return on Investment (SROI), Sustainability and SDGs, Ethics and governance
- Green entrepreneurship, Case studies of global and Indian social enterprises

Practical Activities

1. Impact assessment project
2. Presentation of social enterprise proposal

Recommended learning Resources

1. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
2. Dees, J. G. (1998). The meaning of social entrepreneurship. *Kauffman Center for Entrepreneurial Leadership*. https://www.gsb.stanford.edu/centers/socialinnovation/research/social-entrepreneurship-theory-practice/dees

3. Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review, 5*(2), 28–39. https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition
4. Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. Wiley.
5. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
6. Social Enterprise UK. (2022). *The state of social enterprise 2022*. https://www.socialenterprise.org.uk
7. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. https://sdgs.un.org/2030agenda
8. World Bank. (2020). *World development report 2020: Trading for development in the age of global value chains*. World Bank. https://www.worldbank.org/en/publication/wdr2020
9. Zadek, S., & Sparling, S. (2010). *The emerging practice of impact investing*. Monitor Institute. https://www.monitorinstitute.com
10. Nicholls, A., Paton, R., & Emerson, J. (Eds.). (2015). *Social finance: An introduction*. Palgrave Macmillan.

SDG Mapping of the Course

SDGs	**Title**	**Contributes**
SDG 8	Decent Work & Economic Growth	Builds understanding of how entrepreneurship and social innovation drive inclusive economic growth, foster innovation ecosystems, and encourage multi-stakeholder partnerships for development.
SDG 11	Sustainable Cities & Communities	Enables learners to identify inequality-related challenges, especially in urban and community contexts, using human centred design.
SDG 9	(Industry, Innovation & Infrastructure	Equips students to build financially viable, innovative social enterprises that promote responsible business models, and sustainable production/consumption patterns.
SDG 12	Responsible Consumption & Production)	Focuses on measuring and managing social and environmental impact
SDG 17	Partnerships for the Goals	Integrate sustainability and SDGs into strategy, promoting ethical governance, and highlighting green entrepreneurship.

Course Title: Internship

Course Category	Course Code	Course Title	Total Credit	L	T	P
Skill Enhancement Course-5	IP IP-37081	Internship	2	0	0	2

Objectives of Internship

- **i.** To promote attitudes in the student towards professional self-development and increasing self-esteem
- **ii.** To assist students develop knowledge and skills in the practice of all the methods of social work
- **iii.** To incorporate the class room learning with organizational/agency practice through hands-on experience
- **iv.** To expand skills of the students in troubleshooting in areas of service delivery through organization /agency.

Course Outcomes

CO1: Demonstrate professional attitudes and behaviours conducive to self-development and enhanced self-esteem in a social work organization/agency setting.

CO2: Apply knowledge and skills of various methods of social work (casework, group work, community organization, research, administration) in real field practice during the internship.

CO3: Integrate classroom learning with organizational/agency practice by actively participating in programme activities and service delivery processes.

CO4: Identify and analyze key problems/issues addressed by the organization/agency and propose context appropriate, ethically sound strategies for improving service delivery.

CO5: Prepare a structured, evidence based internship report documenting the organization's background, structure, programmers, students' contributions, and critical learning reflections, supported by required appendices and certification.

At the end of the 4th Semester of 4 years B.A Social Work Programme, the students are expected to go for a 15 to 30 days internship and submit a report after completion of internship to the department. Mode of internship will be Offline/Online/Hybrid Mode (as decided by the Department/the University as per the guidelines)

Suggested Internship Areas

Students may undertake internships in:

- Government Departments
- NGOs and Voluntary Organizations
- Research Institutes
- Educational Institutions
- CSR Projects
- Panchayati Raj Institutions
- Tribal Development Agencies
- Health and Nutrition Projects
- Museums and Archives
- Cultural Organizations
- Heritage and Tourism Organizations
- Media and Documentation Centres
- Corporate Social Responsibility (CSR) Units
- International Organizations
- Start-ups and Social Enterprises

Nature of the Organization/Agency (To be visited by students)

The organization/ Agency can be Government or Non-Government Organization (NGO). If it is an NGO, it must be a registered organization. The students will have to get prior permission from the University for such an internship.

Students will have to join an internship in an organization related to the subject domain under Social Work discipline and study the organization and its programmes. The internship report should contain the following basic components:

1. Location and background of the organization/agency
2. Objectives, programme and activities(during current calendar/financial year
3. Administrative structure of the organization /agency
4. Major contributions of the organization/agency to the society
5. Problems/issues addressed by the organization/agency
6. Students' contribution (details of activities) for the organization/agency
7. Summary including learning points
8. Reference/s

Following appendices to be attached

1. List of Executive/Administration/Management committee of the organization/agency
2. List of contacts(Name and address)
3. List of document shared to the intern
4. Photographs (relevant to intern's activities in the organization/agency
5. Map of the district where the organization is located (show location in the map, Google map can be used)
6. Address, website, e-mail and phone number of the organization/agency
7. A certificate from the authorized signatory of the organization for completion of internship with dates.

Course Outcomes - Programme Outcomes Mapping of Paper AN37081

Course Learning Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO-1	2	2	2	2	3	2	3	2	3	2	3	2
CO-2	2	3	2	3	3	3	2	2	3	1	2	1
CO-3	1	3	3	3	3	2	2	2	3	2	2	2
CO-4	1	2	3	2	2	2	3	2	2	3	3	1
CO-5	1	3	2	3	3	3	2	3	3	2	3	1

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper AN37081

Course Learning Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	2	3	2	2	3
CO-2	2	3	2	3	2
CO-3	3	2	3	3	3
CO-4	1	2	3	2	3
CO-5	3	3	3	2	3

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

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances practical learning, fieldwork skills, and application of anthropological knowledge
SDG 5	Gender Equality	Encourages gender-sensitive fieldwork practices and inclusive data collection
SDG 8	Decent Work and Economic Growth	Develops professional and research skills relevant for employment and field-based careers
SDG 10	Reduced Inequalities	Promotes understanding of marginalized communities and inclusive research practices
SDG 11	Sustainable Cities and Communities	Studies community structures, livelihoods, and local development issues
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical research, social responsibility, and community engagement
SDG 17	Partnerships for the Goals	Encourages collaboration with communities, institutions, and stakeholders during fieldwork

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Course Title: Tribal Problems in India

Course Code	Course Title	Total Credit	L	T	P
SW30002	Tribal Problems in India	4	3	1	0

Course Objectives

I. To understand the concepts and definitions of social problems, including an exploration of various types such as poverty, unemployment, and population issues

II. To analyze and critically evaluate gender-based violence, including its manifestations such as female feticide, domestic violence, and gender inequality, with a focus on understanding root causes and societal implications.

III. To examine and assess forms of social injustice, including violence against marginalized communities like SC/ST, caste-based discrimination, and issues affecting youth such as juvenile delinquency and child labor, aiming to identify strategies for social change and empowerment.

IV. To investigate societal challenges and injustices, including drug addiction, communalism, and corruption, along with their impacts on society, aiming to foster critical thinking and promote solutions for building a more just and equitable society.

Course Outcomes

CO1: Students will be able to define and identify various social problems prevalent in society, including poverty, unemployment, and population issues, demonstrating a nuanced understanding of their complexities.

CO2: Students will develop a comprehensive understanding of gender-based violence and its manifestations, including violence against women, gender inequality, and maternal mortality, and will be equipped with knowledge and skills to advocate for gender equality and women's rights.

CO3: Students will be able to recognize and analyze forms of social injustice, such as violence against marginalized communities and problems affecting youth, and will be empowered to engage in advocacy and activism for social change.

CO4: Students will critically examine societal challenges and injustices, including corruption, communalism, and industrial pollution,

CO5: Students will design proposals and evaluate strategies for addressing these issues, contributing to the promotion of social justice and equity in society.

CO–PO & PSO Mapping Table for the Course SW-30002

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	–	1	2	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3
Average	3.0	3.0	2.75	3.0	3.0	2.25	1.5	1.0	2.25	2.75	3.0	2.25	3.0	3.0	3.0	3.0	3.0

Mapping Scale: 3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Description

Unit-I Addressing Gender-Based Violence (15 classroom contact hours)

- Violence against women: female feticides and infanticide, child marriage, dowry, domestic violence, sexual harassment at workplace, gender inequality, infant mortality, and maternal mortality;

Unit- II Combating Social Injustice

- Violence against SC/ST, caste system, Untouchability; Problems of youth, Juvenile Delinquency, Child abuse, Child Labour,
-

Unit III: Understanding Displacement Dynamics (15 classroom contact hours)

- Types of Displacements- A Case Analysis: Irrigation Projects, Industrial Projects, Hydro-Electric Project, Mining Project;
- Impact of Displacement on Indigenous People- (Case of Sardar Sarowar Hydro- Electric Project);
- Impact of displacement on Tribal people (Case of Upper Indravati Hydro- Electric Project, South Odisha)

Unit IV: Effects of Mega Industrial and Mining Projects on Tribal Communities (15 classroom contact hours)

- Impact of Mega Industrial and Mining Projects on the Life of Tribal; a Case Analysis: NALCO Project, TATA Project of Kalinga Nagar.
- Preparation of Community Development activities for displaced people,
- The Land Acquisition Act (LAA), 1894,
- Right to fair compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 (RFCTLARR Act, 2013)

Recommended Learning Resources

1) Paul B.Horton and Gerald R.Leslie. *Studies in the Sociology of Social Problems*. New York: Meredith Corporation, 1971.
2) Prasad B.K *Social Problems in India*. Lucknow: Anmol, 2004.
3) Preston PW. *Development Theory*, Blackwell Publishing, 2001
4) Shah, Ghanshyam, *Cultural Subordination & Dalit Challenge.* Vol II
5) Sharma, R.N. Involuntary Displacement: A few encounters, *Economic and Political Weekly*, March 1: 907-912. 2003.
6) Smith, N.J. 1972. Brief Guide to Social Legislation. London: Methuen and Co. Ltd.
7) Vaidyanathan, A. *Farmer "'s Suicide and the Agrarian Crisis.* Economic and Political Weekly, September 23: 4009-4013. 2006.
8) Merton, Robert, and Nisbet, *Contemporary Social Problems*, New York: Harcourt, Brace and World.1966

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Addressing poverty, unemployment, and social exclusion
SDG 5	Gender Equality	Gender justice, ending violence against women and girls
SDG 8	Decent Work and Economic Growth	Child labour, youth welfare, and employment concerns
SDG 10	Reduced Inequalities	SC/ST rights, caste discrimination, tribal justice
SDG 11	Sustainable Cities and Communities	Rehabilitation, displacement, community development
SDG 13	Climate Action	Environmental and industrial impacts on tribal regions
SDG 16	Peace, Justice and Strong Institutions	Land rights, legal frameworks, anti-corruption, social justice advocacy

Course Title: Dynamics of Development

Course Code	Course Title	Total Credit	L	T	P
SW30004	Dynamics of Development	4	3	1	0

Course Objectives:

I. To understand the multifaceted nature of development and its dynamics by examining various conceptual frameworks, objectives, and indicators

II. To analyze the principles and practices of sustainable development, with a focus on socio-cultural sustainability and its implications

III. To evaluate different perspectives and critiques of development to foster a deeper understanding of its complexities and challenges

IV. To explore the interplay between theory and practice in development by examining diverse strategies, including modernization, canter-periphery dynamics, and alternative models like Gandhian and NGO-led approaches

Course Outcomes:

CO1: Students will be able to demonstrate a comprehensive understanding of the dynamics of development, including its conceptual foundations, objectives, and key indicators.

CO2:Students will develop the ability to assess the sustainability of development initiatives, particularly in terms of their socio-cultural impact, and propose informed recommendations for improvement.

CO3:Students will cultivate critical thinking skills through the examination of various critiques of development, enabling them to engage in nuanced discussions and propose alternative perspectives.

CO4:Students will gain insights into the practical dimensions of development by analyzing different strategies and approaches,

CO5: Students will design and develop along enhancing their capacity to contribute effectively to development efforts in diverse contexts.

CO–PO & PSO Mapping Table for the Course SW-30006

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	–	1	2	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	2	1	1	2	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	1	1	2	2	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3
Average	3.0	3.0	2.25	3.0	3.0	2.5	1.0	1.0	2.25	2.25	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Course Description

Unit I Understanding Development (15 classroom contact hours)

- Dynamics of Development: Concept, Objectives and Indicators of development; Sustainable Development-socio cultural sustainability; Critique of Development.
-

Unit II Perspectives and Strategies (15 classroom contact hours)

- Theories and Paths of Development: Modernization, Centre-periphery, world-systems and unequal exchange; capitalist, socialist, Gandhian and NGO s.
-

Unit III Rural Development: Concepts, Approaches, and Strategies (15 classroom contact hours)

- Rural Development: concept, approaches and strategies for Rural Reconstruction-Gandhian, Community Development Programmes.

Unit IV Urban Development: Urbanism, Planning, and Policies (15 classroom contact hours)

- Urban Development: Urbanism and Urbanization; Urban planning concept, history and methods; Urban policies and urban development continuity and discontinuity

Unit V Tribal Development: Concepts, Policies, and Implementation (15 classroom contact hours)

- Tribal Development: concepts and approaches; Tribal development and the constitution; Tribal development policies and plans in India.

Recommended learning Resources

1. Bulmer, M. et. al.: The Goals of Social Policy.

2. Chakraborti, S.: Development Planning Indian Experience.

3. Dimitto, D.M.: Social Welfare: Politics and Public Policy.

4. Ghosh, A.: Planning in India: The challenges for the Nineties.

5. Hutman, E.D.: Introduction to Social Policy.

6. Jacob, K.K.: Social Development Perspective.

7. Jones, K. et. al.: Issues in Social Policy.

8. Kahn, A.E.: Social Policy and Social Services.

9. Kulkarni, P.D.: Social Policy in India.

10. Lindblom, C.E.: The Policy-making Process.

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Rural reconstruction, tribal development, equitable growth
SDG 8	Decent Work and Economic Growth	Development models and economic systems
SDG 10	Reduced Inequalities	Tribal, rural, and urban development inclusion
SDG 11	Sustainable Cities and Communities	Urbanization, planning, and sustainable community development
SDG 13	Climate Action	Sustainability and socio-cultural ecological considerations
SDG 16	Peace, Justice and Strong Institutions	Governance, policy frameworks, constitutional development
SDG 17	Partnerships for the Goals	NGO-led development, community participation, integrated strategies

Course Title: Urban Community Development

Course Code	Course Title	Total Credit	L	T	P
SW30006	Urban Community Development	4	3	1	0

Course objectives

I. To identify the pivotal role of urban development in India, focusing on achieving balanced, inclusive, productive, and environmentally friendly urban areas.

II. To analyze the typology, distribution, and adequacy of key municipal services and amenities across India, evaluating their alignment with administrative, planning, and fiscal capacities, and propose corrective measures where necessary.

III. To evaluate the efficacy and identify gaps in existing urban development initiatives in India, aiming to enhance their efficiency and effectiveness.

IV. To explore and delineate a comprehensive intergovernmental agenda for urban development, emphasizing collaborative strategies to address the multifaceted challenges of urbanization in India.

Course outcomes:

CO1: Students will be able to articulate the significance of urban development in India, demonstrating a comprehensive understanding of the principles and goals of achieving balanced, inclusive, productive, and environmentally friendly urban areas.

CO2:Students will develop the ability to critically assess the typology, distribution, and adequacy of major municipal services and amenities in India, and propose viable corrective measures to address discrepancies and enhance alignment with administrative, planning, and fiscal capacities.

CO3:Students will be proficient in evaluating the effectiveness of current urban development initiatives in India, identifying key gaps and inefficiencies, and proposing strategies for improvement to enhance the overall impact of these initiatives.

CO4: Students will demonstrate competence in synthesizing and articulating a comprehensive intergovernmental agenda for urban development in India, emphasizing collaborative approaches

CO5: Students will make strategies to tackle the diverse challenges posed by urbanization, thereby contributing to sustainable and inclusive urban growth.

CO–PO & PSO Mapping Table for the Course SW-30008

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	1	1	2	2	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Average	3.0	3.0	2.75	3.0	3.0	2.5	2.0	1.75	2.25	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Description

Unit I Cities and Society (15 classroom contact hours)

- Evolution of cities, the process of urbanization, and the demographic trends in contemporary urban communities;

Unit II Urban Management and Administration in India (15 classroom contact hours)

- Structure and functions of Urban Development Agencies: Urban services and Urban deficiencies; Metropolitan Development Authorities, Role of Voluntary Agencies in Urban Development

Unit III Urban Planning Concepts (15 classroom contact hours)

- Definition and scope of urban planning; Sustainable urban development goals and indicators; Examination of successful urban planning projects from around the world

Unit IV Urbanization Trends and Implications for Urban Development (15 classroom contact hours)

- Meaning, theories of urbanization, characteristics of urbanism; Urban Problems: Drug Addiction, Juvenile Delinquency, Prostitution, Pollution.

Unit V Urban Housing and Slum Improvement (15 classroom contact hours)

- Contemporary issues, theories of social change, principles of inclusivity, equitable development, and capacity building,

Recommended learning Resources

1. Clinard, Marshall B (1970) Slums and Community Development, The Free press, New York.
2. Thudipara, Jacob Z.(1993) Urban Community Development, Rawat Pub., New Delhi.
3. Gill, Rajesh, Slums as Urban villages, Rawat Pub. Jeipur, 1994.
4. Vibhooti, Shukla (1988): Urban Development and Regional policies in India, Himalaya pub.,Bombay.
5. Ramachandran (1989) Urbanisation and Urban System in India, Oxford University Press, New Delhi.
6. Mitra, Arup (1994) Urbanisation, slums, informal sector employment and poverty, B.R. Pub.
7. Diddee, Jayamala (1993) Urbanisation - Trends, perspectives and challenges, Rawat Pub.Jeipur
8. Davis, M. (2006). Planet of slums. Verso.
9. Misra, R. P., & Chand, R. (2007). Urban governance in India: Emerging challenges and opportunities. Concept Publishing Company.
10. Hall, P. (2002). Cities of tomorrow: An intellectual history of urban planning and design since 1880. Blackwell Publishing.
11. Logan, J. R., & Molotch, H. L. (2007). Urban fortunes: The political economy of place. University of California Press.
12. UN-Habitat. (2003). The challenge of slums: Global report on human settlements 2003. Earthscan.

SDG Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	**No Poverty**	**Slum improvement, equitable housing, urban welfare**
SDG 3	Good Health & Well-being	Urban health, pollution reduction, social problems mitigation
SDG 6	Clean Water and Sanitation	Municipal services and urban infrastructure
SDG 10	Reduced Inequalities	Inclusive urban development and equitable access
SDG 11	Sustainable Cities and Communities	Core focus on sustainable urbanization, planning, and governance
SDG 13	Climate Action	Environmentally friendly urban systems and pollution control

Course Title: Fieldwork-II

Course Code	Course Title	Total Credit	L	T	P
SW30082	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	PS O1	PS O2	PS O3	PS O4	PS O5
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

Skill Workshops

- Conduct short, practice-oriented workshops on basic skills such as communication, note-taking, interviewing, group interaction, and reflective writing relevant to field work.
- Use role plays, simulations, and small-group exercises to provide hands-on practice and formative feedback.

Interaction with social work practitioners

- Arrange interactive sessions (talks, panels, or dialogues) with experienced social work practitioners to expose students to contemporary practice realities, challenges, and innovations.
- Require students to prepare questions in advance and submit brief reflective notes on key learnings, ethical issues, and their implications for future field work.

Programme media workshops

- Organize workshops on programme/media communication tools such as posters, leaflets, street theatre, social media content, and short audio-visual messages relevant to social work practice.
- Engage students in small-group tasks to design simple communication materials on selected social issues, followed by peer critique and instructor feedback.

Students will undergo immersion cum fieldwork and engage in above stated activities, Afterwards they will develop and submit 2 to 4 reports along with 2 to 4 Case or Group work reports, 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	rights-based practice, working with agencies, governance, ethical conduct

Course Title: Scheduled Tribes and Constitutional Safeguard

Course Code	Course Title	Total Credit	L	T	P
SW32002	Scheduled Tribes and Constitutional Safeguard	4	3	1	0

Course Objective

I. To understand the legal framework governing Scheduled Tribes in India by analyzing key documents such as The Constitution (Scheduled Tribe) Order, 1950, and Article 342, focusing on the process of scheduling and de-scheduling tribes.

II. To explore the governance structures established for Scheduled Tribes through an examination of the Fifth and Sixth Schedules of the Indian Constitution, including the roles of Tribes Advisory Councils, Governors, and District Councils.

III. To evaluate the constitutional safeguards provided to Scheduled Tribes across various domains, including social, economic, educational, cultural, political, and service-related aspects, to assess the efficacy of these measures in protecting tribal rights and interests.

IV. To analyze the atrocities faced by Scheduled Tribes, including their definitions, types, and legal frameworks for prevention

Course Outcomes

CO1: Students will classify the ideas of scheduled tribes and scheduled areas.

CO2: Students will interpret various constitutional provisions and institutional support mechanisms for scheduled tribes.

CO3: Students will design intervention programme for sensitization on different constitutional safeguards for Scheduled Tribes

CO4: Students will experiment on the implications of different acts and organizations working in interest of the Scheduled Tribes

CO5: Students will develop strategies to overcome myriad challenges and implications for tribal community development projects.

CO–PO & PSO Mapping Table for the Course

COs \ POs/PS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5

Os																	
CO1	3	3	2	3	3	2	–	1	2	2	3	2	3	3	3	3	3
CO2	3	3	2	3	3	2	1	1	2	2	3	2	3	3	3	3	3
CO3	3	3	3	3	3	2	3	1	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	2	1	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	2	1	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.5	3.0	3.0	2.25	1.5	1.0	2.0	2.5	3.0	2.0	3.0	3.0	3.0	3.0	3.0

Mapping Scale: 3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

Course Description

Unit I: Legal Framework for Scheduled Tribes Administration in India (15 classroom contact hours)

- The Constitution (Scheduled Tribe) Order, 1950;
- Article 342; Scheduling and De-scheduling of Tribes
- Administration of Scheduled Areas and Tribal Areas:

Unit II: Understanding the Governance Structures (15 classroom contact hours)

- The Fifth Schedule (Article 244(1)):Tribes Advisory Council,Powers of Governor under Fifth Schedule'
- Laws Applicable to the Schedule Areas, President and the Schedule Areas,Amendment of the Schedule.
- Fifth Schedule and PESA Act, 1996.
- Sixth Schedule (Article 244(2) and 275(1)):Composition of District Councils and Regional Councils,Role of Governor,Executive Committee.

Unit III: Constitutional Safeguards for Scheduled Tribes (15 classroom contact hours)

- Social safeguards,
- Economic safeguards,
- Educational and Cultural safeguards,
- Political safeguards and Service safeguards

Unit IV: Atrocities on Scheduled Tribes (15 classroom contact hours)

- Atrocities: Meaning and Types; The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989

- The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 (FRA).

Unit V: Commissions for SCs and STs (15 classroom contact hours)

- National Commission for Scheduled Tribes; Scheduled Caste and Scheduled Tribe. Structure and function

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. 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. 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. 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. Deepak Kumar Behera and Georg Pfeffer - Contemporary Society: Tribal situation in India(Volume 6 of Contemporary Society: Tribal Studies)
10. Devendra Thakur: Tribal Life in India: Tribal law and administration (Volume 7 of TribalLife in India), Deep & Deep Publications.
11. Durga Das Basu : Shorter Constitution of India, Prentice Hall.
12. Florencia Roulet : Human Rights and Indigenous Peoples: A Handbook on the UN System,Volume 92 of IWGIA document, IWGIA.

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Tribal rights, land access, service safeguards
SDG 4	Quality Education	Educational safeguards and awareness of constitutional rights
SDG 5	Gender Equality	Inclusive protections within tribal governance structures
SDG 10	Reduced Inequalities	Core focus on constitutional safeguards for Scheduled Tribes
SDG 15	Life on Land	Forest Rights Act, tribal land and resource governance

SDG 16	Peace, Justice and Strong Institutions	Constitutional provisions, anti-atrocity laws, commissions, governance systems
SDG 17	Partnerships for the Goals	Institutional collaboration through councils, commissions, and governance bodies

Course Title: Social Work with Marginalized Communities

Course Code	Course Title	Total Credit	L	T	P
SW32004	Social Work with Marginalized Communities	4	3	1	0

Course Objectives:

I. Students can understand the concept of marginalization and its impact on society, including the criteria for classifying marginalized sections and the meaning of minorities.

II. Students analyze policies and constitutional provisions aimed at the development and welfare of marginalized communities, including governmental and non-governmental initiatives.

III. Students examine the socio-economic characteristics and challenges faced by Scheduled Castes and Scheduled Tribes, along with the role of relevant governmental bodies in addressing these issues.

IV. Students evaluate the historical and contemporary efforts to combat social discrimination and uplift marginalized communities, with a focus on key figures such as Jyotiba Phule, Ambedkar, and Gandhi.

Course Outcomes:

CO1: Students will demonstrate a comprehensive understanding of the concept of marginalization, including the criteria for identifying marginalized groups and the significance of minority status.

CO2:Students will evaluate policies and constitutional provisions aimed at the welfare and development of marginalized communities, both at the governmental and non-governmental levels.

CO3:Students will identify and analyze the demographic, social, and economic characteristics of Scheduled Castes and Scheduled Tribes, along with the specific challenges they face in contemporary society.

CO4:Students will assess the historical and contemporary efforts to address issues of social discrimination and marginalization,

CO5: Students will add values to the contributions of key social reformers, and articulate potential strategies for furthering social inclusion and equity.

CO–PO & PSO Mapping Table For the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
CO-1	3	3	2	2	3	2	2	1	2	2	3	2	3	3	2	3	3
CO-2	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO-3	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	1	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	1	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.25	2.75	3.0	2.0	2.25	1.0	2.0	2.25	3.0	2.0	3.0	3.0	2.75	3.0	3.0

Course Description

Unit-I: Concept of Marginalization (15 classroom contact hours)

- Marginalizedsection:Definition,concept,criteriaforclassificationofweakersections; Meaning of minorities, Definition, concept, criteria, Most Backward classes, Women

Unit-II: Policies and Constitutional provisions (15 classroom contact hours)

- Policies relating to the development to minorities–Programmes and policies of government and Non-governmental organizations for the welfare measures; Constitutional provisions to safeguard the interest and Welfare programmes of the government for development of minorities: SC, ST, OBC and Women

Unit-III: Scheduled Caste (15 classroom contact hours)

- Definition, Demographic, social and economic characteristics of Scheduled Castes; Problems of the Scheduled Castes; Role of NCSC, Untouchability: Origin and role of Social Reformers in removal of Untouchability: Jyotiba Phule, Ambedkar, Ambedkar and Gandhi

Unit-IV: Scheduled Tribe (15 classroom contact hours)

- Definition, Demographic,socialandeconomiccharacteristicsofScheduledTribes• Problems of the Scheduled Castes; Role of NCST

Recommended learning Resources:

1. Borede, P.T. 1968. Segregation and Desegregation in India–Socio Legal Study , Bombay: Mankolas.
2. Dabra C.D 1984 Development of Weaker Sections: New Delhi: Dube SC, Indian Society. New Delhi: NBT1995
3. Dube, S.C. 1958: India's Changing Villages (London: Routledge andKeganPaul).5. Dube, S.C. 1995, Indian Village (London : Routledge)
4. DubeyS.Nand1976Administration of Policy and Programmes, Mundra Ratna for Backward Class in India, Bombay: Somaiya.
5. DumontL, HomoHierarchicus: The Caste SystemanditsImplications, Chicago University Press,19708. Fuller,C.J., Caste Today, New Delhi: OUP, 1996
6. Government of India, 1999, Economic and educational development of scheduled castes, New Delhi: Govt of India.
7. Gupta Dipankar (ed). Social Stratification, New Delhi: Oxford University Press,. 1991 11. Karve, Irawati, 1961:HinduSociety:AnInterpretation(Poona:Deccan-College)12.Kothari,Rajni,CasteinIndianPoliticsin ManoranjanMohanty(ed.)Class,Caste,Gender:ReadingsinIndianGovernmentandPolitics,NewDelhi, Sage. 2004
8. Mukhepadhyaya, 1998. Women's health on public policy, Swapria and community action, New Delhi: Manohar.
9. NairT. Krishnan, 1975, Social Work Education and Development of the Weaker Section, Madras School of Social Work

SDG Mapping of the Course

SDG	Title	Contribution
SDG 1	No Poverty	Addressing deprivation among marginalized groups
SDG 5	Gender Equality	Focus on women and gender justice
SDG 10	Reduced Inequalities	Social inclusion and equity
SDG 16	Peace, Justice & Strong Institutions	Constitutional rights, justice, governance
SDG 4	Quality Education	Awareness and empowerment
SDG 3	Good Health & Well-being	Welfare of marginalized communities

Course Title: Rural Community Development

Course Code	Course Title	Total Credit	L	T	P
SW32006	Rural Community Development	4	3	1	0

Course Objectives

I. Analyze the historical evolution of rural societies in India, examining the influence of colonialism and post-independence policies on rural development, and identify key milestones in rural development initiatives.

II. Explore the conceptual framework of community development, including its definition, principles, and approaches to empowerment, participation, and the role of community-based organizations.

III. Develop competencies in planning and implementing community development projects, encompassing needs assessment, prioritization, project planning, monitoring, and evaluation, with an emphasis on sustainability.

IV. Investigate opportunities for livelihood diversification and enhancement in rural contexts, encompassing agricultural and non-farm income-generating activities, as well as skill development and vocational training programs for rural youth.

Course Outcomes

CO1: Students will be able to comprehend the multifaceted nature of rural India, including its demographic, economic, and socio-cultural dynamics.

CO2:Students will gain insights into the historical context of rural development in India, understanding the impact of colonialism and post-independence policies on rural areas.

CO3:Students will analyze the challenges and opportunities prevalent in rural India, particularly focusing on poverty, agrarian distress, access to basic services, and environmental degradation.

CO4:Students will be equipped with knowledge and skills related to community development principles, governance structures,

CO5: Students will make climate resilient plans and programmes for natural resource management, livelihood enhancement, and sustainable practices relevant to rural contexts.

CO–PO & PSO Mapping TableFor the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
CO-1	2	3	2	2	3	2	1	1	2	1	2	2	3	3	2	2	3
CO-2	3	3	3	3	3	2	3	1	2	2	3	2	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	2	3	3	2	2	2	2	3	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	3
Average	.75	.0	.5	.75	.0	.25	.25	.5	.0	.25	.75	.25	3.0	3.0	.75	.75	3.0

Course Description

Unit I Understanding Rural India (15 classroom contact hours)

- Definition and characteristics of rural areas; Demographic profile: Population distribution, density, and Socio-cultural dynamics: Caste, gender, religion, and community life in rural settings; Impact of colonialism and post-independence development policies on rural areas
- Key milestones in rural development initiatives and programs

Unit II Principles and Processes of Community Development (15 classroom contact hours)

- Role of community-based organizations and grassroots institutions; Techniques for community mobilization; Formation and strengthening of self-help groups, cooperatives, and village committees; Participatory Rural Appraisal (PRA) tools and methodologies

Unit III Governance & Local self administration (15 classroom contact hours)

- Decentralization and Panchayati Raj Institutions; Evolution and structure of Panchayati Raj Institutions (PRIs); Constitutional provisions and functions of PRIs; Role of Gram Sabha, Gram Panchayat, and higher-tiered institutions in rural governance

Unit IV NRM & Livelihoods (15 classroom contact hours)

- Natural Resource Management (NRM) in Rural Areas; Agriculture and allied livelihood opportunities; Non-farm income-generating activities: Rural entrepreneurship, micro-enterprises, and cottage industries; Skill development and vocational training for rural youth

Unit V Climate Change, Sustainability and Traditional Knowledge Systems (15 classroom contact hours)

- Vulnerability of rural areas to climate change; Indigenous agricultural practices and traditional ecological knowledge; Revival of traditional crafts and artisanal skills; Integration of traditional wisdom with modern sustainability practices.

Recommended learning Resources

1. Agarwal, B. (2001). Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. World Development, 29(10), 1623-1648.
2. Census of India. (2011). Census of India: 2011 rural population, total, SC and ST population. Retrieved from https://censusindia.gov.in/2011census/C-series/C-08.html
3. Dreze, J., & Sen, A. (1995). India: Economic development and social opportunity. Oxford University Press.
4. Planning Commission, Government of India. (2008). Report of the expert group to advise the Ministry of Rural Development on the methodology for conducting the below poverty line (BPL) census for 11th Five Year Plan. Retrieved from http://planningcommission.nic.in/reports/genrep/rep_bpl2707.pdf
5. Unnithan-Kumar, M. (2017). Farmers' suicides in India: Agrarian distress and ways out. Routledge.
6. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. Macmillan.
7. Harriss-White, B., & Janakarajan, S. (2004). The Gramscian strategy: Rural hegemony and development in India. Development and Change, 35(1), 103-135.
8. Kumar, D. (2009). The Cambridge economic history of India: Volume 2, c.1757-c.1970. Cambridge University Press.
9. Bhalla, G. S., & Chadha, G. K. (Eds.). (2008). Agrarian distress in India. Oxford University Press.
10. Planning Commission, Government of India. (2013). Twelfth Five Year Plan (2012–17): Social sectors (Vol. 3). Retrieved from http://planningcommission.nic.in/plans/planrel/12appdrft/appraisal_vol3.pdf

SDG Mapping of the Course

SDG	Title	Contribution
SDG 1	No Poverty	Rural livelihoods and poverty alleviation
SDG 2	Zero Hunger	Agriculture and food security
SDG 5	Gender Equality	Women empowerment, SHGs
SDG 8	Decent Work & Economic Growth	Rural employment and entrepreneurship
SDG 10	Reduced Inequalities	Inclusive rural development
SDG 11	Sustainable Communities	Rural governance and development
SDG 13	Climate Action	Climate resilience in rural areas
SDG 15	Life on Land	Natural resource management

Course Title: Family and Child Welfare

Course Code	Course Title	Total Credit	L	T	P
SW32008	Family and Child Welfare	4	3	1	0

Course Objectives

I. To have a comprehensive understanding of the concept of family and marriage, including the various types of families, their functions, and the dynamics of family relationships such as power, myths, roles, and patriarchy.

II. To explain and analyze the changing nature of marriages and marital relationships through a review of societal trends and shifts, enabling students to critically assess evolving family structures and dynamics

III. To examine theoretical frameworks on the family life cycle, including the life span approach and stages delineated by theorists like Evelyn Duwall and Eric Ericsson, to understand the characteristics, goals, needs, tasks, and challenges encountered by families at different life stages.

IV. To explore the legal and policy provisions aimed at safeguarding children's rights, including constitutional provisions, national policies,.

Course Outcomes

CO1: The students will explain theoretical frame work highlighting family dynamics, stages of family and impacts on family.
CO2: The students will evaluate issues of policies, programme and role of commissions for protection of children, child labour, etc.
CO3: The students will design and execute child centric programmes for prevention of abuse, protection and development of children.
CO4: The students will analyze different social work methods applicable for child and family interventions.

CO5: The students will critically review and make need based programme for easy implementation of for acts such as the Juvenile Justice Act and Child Labour Act, and initiatives for family empowerment and child welfare

CO–PO & PSO Mapping Table for the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5

CO-1	2	3	2	3	3	2	2	1	2	2	3	1	3	3	2	3	3
CO-2	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
verage	2.75	3.0	2.5	3.0	3.0	2.25	2.5	1.5	2.0	2.5	3.0	1.75	3.0	3.0	2.75	3.0	3.0

Course Description

Unit I: Family, Marriage and Family Dynamics [15 Classroom Contact Hours]

- Concept, meaning and importance of family and marriage, Types and forms of family: Joint, Nuclear, Extended, Single-parent, Blended, LGBTQ+ families, Functions of family
- Family dynamics: Power, authority, communication, myths, family roles, patriarchy
- Contemporary issues affecting family relationships

Unit II: Changing Family and Family Life Cycle [15 Classroom Contact Hours]

- Changing patterns of marriage and family in contemporary society, Divorce, separation, remarriage, live-in relationships, delayed marriage and singlehood, Family Life Cycle: Concept and significance
- Life Span Development Approach, Evelyn Duvall's Family Development Theory
- Erik Erikson's Psychosocial Development Theory

Unit III: Child Rights, Policies and Welfare Programmes [15 Classroom Contact Hours]

- Concept and principles of child welfare Constitutional provisions relating to children
- UN Convention on the Rights of the Child (UNCRC), National Policy for Children
- Integrated Child Protection Scheme (ICPS)/Mission Vatsalya, Integrated Child Development Services (ICDS)
- Mid-Day Meal Scheme (PM POSHAN),National Commission for Protection of Child Rights (NCPCR)

Unit IV: Child Protection, Legislations and Social Issues [15 Classroom Contact Hours]

- Child abuse: Physical, emotional, sexual abuse and neglect, Child trafficking, child labour, child marriage, street children and children in conflict with law, Juvenile Justice (Care and Protection of Children) Act
- Protection of Children from Sexual Offences (POCSO) Act, Child Labour (Prohibition and Regulation) Act

Unit V: Social Work Practice in Family and Child Welfare [15 Classroom Contact Hours]

- Family welfare programmes in India, Family counselling and family therapy

- Social work methods in family and child welfare:
- Child-centered programme planning, implementation, monitoring and evaluation
- Role of Government, NGOs and Community-Based Organizations in family and child welfare

Recommended learning Resources

1. Ahuja, R. (2016). *Social problems in India* (3rd ed.). Rawat Publications.
2. Bajpai, A. (2003). *Child rights in India: Law, policy and practice*. Oxford University Press. NNLS Opac
3. Bhattacharya, S. (2019). *Social work: An integrated approach*. Deep & Deep Publications.
4. Desai, M. (2012). *Ideologies and social work: Historical and contemporary analyses*. Rawat Publications.
5. Dubey, S. N. (2018). *Child labour in India*. Pointer Publishers.
6. Goode, W. J. (1982). *The family* (2nd ed.). Prentice-Hall.
7. Park, K. (2023). *Park's textbook of preventive and social medicine* (27th ed.). Banarsidas Bhanot Publishers.
8. Prasad, B. K. (2019). *Social work perspectives on child welfare and development*. Concept Publishing Company.
9. Singh, Y. (2013). *Modernization of Indian tradition*. Rawat Publications.
10. Tata Institute of Social Sciences. (2018). *Social work education and practice in India*. Tata Institute of Social Sciences.

SDG Mapping of the Course

SDG	Title	Contribution
SDG 3	Good Health & Well-being	Child development, family well-being
SDG 4	Quality Education	Child protection and development
SDG 5	Gender Equality	Family dynamics, patriarchy, gender roles
SDG 10	Reduced Inequalities	Child rights and social justice
SDG 16	Peace, Justice & Strong Institutions	Child protection laws and policies
SDG 1	No Poverty	Family welfare and social security

Course Title: Social Work Research Method

Course Code	Course Title	Total Credit	L	T	P
SM40001	Social Work Research Method	4	3	1	0

Course Objectives

I. To develop a comprehensive understanding of social research, including its meaning, the challenge of objectivity, and various types such as basic, applied, historical, and empirical research.

II. To explore research design and sampling methodologies, including the meaning, features, and types of research designs such as exploratory, descriptive/diagnostic, and experimental designs and get familiarized with different sampling techniques,

III. To learn about primary data collection methods such as observation, schedules, questionnaires, interviews, case studies, focused group discussions, participatory rural appraisal, key informant interviews and others

IV. To develop skills in bio-statistical analysis, including descriptive and inferential statistical methods.

Course Outcomes

CO1: The students will generate interest and new ideas to address different social challenges using research

CO2: The students will carry out research studies and contribute to the knowledge building process as well as bringing new methods of investigation

CO3: The students will design and construct different research tools and techniques, sampling

CO4: The students will apply the fundamental knowledge of statistics while carrying out research.

CO5: The students will critically evaluate social research findings and formulate evidence-based recommendations through well-structured research reports using appropriate statistical analysis and referencing techniques.

COs \ POs/PSOs 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	2	3	2	3	3	3	2	2	3	2	3	1	3	3	3	3	2
CO-2	2	3	2	3	3	3	2	2	3	2	3	1	3	3	3	3	3
CO-3	2	3	2	3	3	3	2	2	3	2	3	1	3	3	3	3	3
CO-4	2	3	1	3	3	3	1	2	2	1	3	1	3	3	2	3	3
CO-5	2	3	1	3	3	3	1	2	2	1	3	1	3	3	2	3	3
Average	2.0	3.0	1.75	3.0	3.0	3.0	1.75	2.0	2.75	1.75	3.0	1.0	3.0	3.0	2.75	3.0	2.75

Course Description

Unit-I: Social Research [15 Classroom Contact Hours]

- Social Research: meaning, Problem of Objectivity, Types of Research: Basic, Applied, Historical and Empirical; Steps in social science research, Formulation of research question, Hypothesis, Literature review, Synopsis writing

Unit-II: Research Design and Sampling [15 Classroom Contact Hours]

- Research design: Meaning, Definition and Features, Types of research design: Exploratory, Descriptive/Diagnostic, Experimental; Sampling: Concept, Types: Random, stratified, proportionate, quota, cluster or multistage, purposive and systematic sampling

Unit-III: Methods of Data Collection [15 Classroom Contact Hours]

- Fieldwork tradition in social work, Establishment of rapport and learning the use of the native language.

- Methods of primary data collection: Observation, Schedule, Questionnaire, Interview, Case study, Focused Group discussion (FGD), Participatory rural appraisal (PRA), Key Informant Interview (KI), Genealogy, Guidelines for collection of secondary data ; Methods for secondary data collection and sources of secondary data.

Unit-IV: Bio-Statistical Analysis [15 Classroom Contact Hours]

- Descriptive and Inferential Statistical methods: Measures of Central tendency-Mean, Median, Mode, Frequency distribution, Standard deviation, 'Chi square' test

Unit-V: Mastering Report Writing [15 Classroom Contact Hours]

- Techniques of report writing, Bibliography/ Reference

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. Bryman, A. (2001). Surveying the Social World, Buckingham. Philadelphia, Open University Press. Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). Handbook of Qualitative Research. New York, Sage. Flick, U. (2009). An Introduction to Qualitative Research (4th Edition). London, Sage Publications.
4. Giddens, A. (1993). New Rules of Sociological Method (2nd Edition). Stanford, California, Stanford University Press.
5. Grbich, C. (2004). New Approaches in Social Research. London, Sage Publications.
6. Gupta, C.B and Gupta, V. An Introduction to Statistical Methods, New Delhi: Vikas Publishing House PVT Ltd.
7. Huberman, A.M. & M.B. Miles. (2002). The Qualitative Researcher's Companion. New York, Sage Kothari, C. R. Research Methodology, Methods and Techniques –Wiley Eastern Limited – New Delhi Seale, C. (2004). Social Research Methods: A Reader. London, Routledge
8. Silverman, D. (ed.). (2011) Qualitative Research (3rd Edition). London, Sage Publications.

SDG Mapping of the Course

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Builds research literacy, critical thinking and methodological competence
SDG 10	Reduced Inequalities	Research can identify inequality drivers and evaluate interventions.
SDG 5	Gender Equality	surface gendered and social vulnerabilities and support community planning and services
SDG 11	Sustainable Cities & Communities	Use of native language and rapport relates to culturally sensitive, ethical research
SDG 16	Peace, Justice & Strong Institutions	Rigorous social research informs policy, governance and accountability

Course Title: Social Policy and Planning

Course Code	Course Title	Total 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..

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 programmes 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 programme and policy advices on the basis of the goals, provisions, and implications of these laws in addressing societal problems and promoting social inclusion and justice

COs \ POs/PSOs Mapping for the course : SW-40005

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	3	2	2	2	2	2	2	3	2	3	3	3	3	2
CO2	3	3	2	3	3	2	2	2	2	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO4	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO5	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.25	3.0	2.75	2.0	2.25	1.75	2.0	2.75	3.0	2.0	3.0	3.0	3.0	3.0	2.75

Course Description

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 [15 Classroom 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,

Unit- V Legislative Responses to Social Challenges [15 Classroom Contact Hours]

- Legislation relating to social problems such as during prostitution, Juvenile delinquency, child labour, untouchability, physical and mental disabilities

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 Satish Saberwal (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.

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Policies for weaker sections and poverty alleviation
SDG 5	Gender Equality	Focus on women’s rights and gender-sensitive policies
SDG 10	Reduced Inequalities	Inclusive policies for SC, ST, OBC, and marginalized groups
SDG 16	Peace, Justice and Strong Institutions	Legal frameworks, governance, and rights protection

Course Title: Medical and Psychiatry Social Work

Course Code	Course Title	Total Credit	L	T	P
SW40007	Medical and Psychiatry Social Work	4	3	1	4

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 programmes for clinical and non-clinical settings, and understand their functions at micro, macro, and meso levels

COs \ POs/PSOs Mapping for the course

COs \ POs/PS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

Os																	
CO1	3	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO2	3	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	2
CO3	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.5	3.0	3.0	2.0	2.5	2.0	2.0	2.5	3.0	2.0	3.0	3.0	3.0	3.0	3.0

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: Enhancing Mental Health and Well-being [15 Classroom Contact Hours]

- Psychiatric Rehabilitation Centres, Child and Adolescent Guidance Centres; Functioning of Psychiatric Social Worker in various Mental Health Settings and Institutes (Clinical, Non Clinical, Micro, Macro, Meso etc)

Unit-V: 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

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Core focus on mental health and psychiatric care
SDG 10	Reduced Inequalities	Inclusion of persons with mental illness and disabilities
SDG 16	Peace, Justice and Strong Institutions	Rights-based mental health policies and ethical care
SDG 4	Quality Education	Awareness and training in mental health practice

Course Title: Advanced Fieldwork-I

Course Code	Course Title	Total Credit	L	T	P
SW40081	Advanced Fieldwork-I	4	0	0	4

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

Course Title: Counselling in Social Work

Course Code	Course Title	Total Credit	L	T	P
SW42001	Counselling in Social Work	4	3	1	0

Course Objectives

I. Understand the meaning, scope, and relationship of counselling to social work.

II. Learn major counselling theories and their relevance to Indian contexts.

III. Develop basic counselling skills (attending, listening, questioning, reflecting, etc.).

IV. Apply counselling approaches to common problems (family conflict, stress, grief, addiction, etc.).

V. Recognize ethical, cultural, and professional issues in counselling practice

Course Outcomes

CO1: Explain the meaning, scope, and boundaries of counselling in social work.

CO2: Compare major counselling theories and identify their applicability in Indian settings.

CO3: Demonstrate basic counselling skills in simulated and real-life situations.

CO4: Design simple counselling interventions for common psychosocial problems.

CO5: Apply integrated counselling skills ethically and effectively in diverse social work settings.

CO–PO & PSO Mapping Table for the Course

COs \ Os/PSOs	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12	SO1	SO2	SO3	SO4	SO5
CO-1	2	3	2	3	3	2	2	1	2	2	3	1	3	3	2	3	3
CO-2	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO-3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO-5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
verage	2.75	3.0	2.5	3.0	3.0	2.25	2.5	1.5	2.0	2.5	3.0	1.75	3.0	3.0	2.75	3.0	3.0

Course Description

Unit I: Introduction to Counselling in Social Work [15 Classroom Contact Hours]

- Meaning, definition, and scope of counseling, Difference between counselling, psychotherapy, guidance, and social casework

- Goals and functions of counselling in social work
- Settings of counselling: family, community, schools, hospitals, NGOs, workplaces

Unit II: Counselling Approaches [15 Classroom Contact Hours]

- Eclectic and integrative counselling
- Relevance of these approaches in Indian socio-cultural contexts
- Case examples illustrating different theoretical orientations

Unit III: Counselling Process and Basic Skills [15 Classroom Contact Hours]

- Stages of counselling: relationship building, assessment, goal setting, intervention, termination, and follow-up
- Recording and documentation in counselling (process notes, case records)
- Role plays and micro-skill practice sessions

Unit IV: Counselling for Common Psychosocial Problems [15 Classroom Contact Hours]

- Counselling for: Stress, anxiety, and adjustment problems, Family and marital conflicts,Substance use and addiction (basic counselling role)
- Referral systems and interdisciplinary collaboration (with psychiatrists, psychologists, medical professionals)

Unit V: Ethics, Culture and Professional Practice [15 Classroom Contact Hours]

- Ethical principles in counselling: confidentiality, informed consent, professional boundaries, non-discrimination
- Cultural competence: caste, class, religion, language, gender, and regional diversity
- Emerging trends: tele-counselling, online helplines, school and workplace counselling in India

Recommended learning Resources

1. Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
2. Nelson-Jones, R. (2019). *Theory and practice of counselling and therapy* (7th ed.). Cengage Learning.
3. Patterson, C. H., & Welfel, E. R. (2020). *The counseling process: A multitheoretical integrative approach* (9th ed.). Cengage Learning.
4. Rao, S. N. (2018). *Counselling: Theory and practice*. Prentice Hall India.
5. Srivastava, A., & Kumar, V. (2020). *Counselling in social work: Indian perspectives*. SAGE Publications.

6. Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). Guilford Press.
7. Egan, G. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage Learning.
8. Mishra, R. C. (2019). Ethical issues in counselling practice in India. *Indian Journal of Social Work, 80*(2), 178–195.
9. National Institute of Mental Health and Neurosciences. (2022). *Mental health care in India: Status and challenges*. NIMHANS. https://www.nimhans.ac.in
10. World Health Organization. (2021). *Guidelines on basic helping skills and mental health interventions*. WHO. https://www.who.int

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Counselling promotes mental health and psychosocial well-being.
SDG 8	Decent Work & Economic Growth	Prepares students for decent work as counsellors/social workers.
SDG 10	Reduced Inequalities	Encourages culturally adapted, inclusive, non-discriminatory approaches.
SDG 16	Peace, Justice and Strong Institutions	Ethical documentation, confidentiality, and professional accountability.
SDG 4	Quality Education	Builds professional knowledge and skills in higher education

Course Title: Gender and Social Work

Course Code	Course Title	Total Credit	L	T	P
SW42003	Gender and Social Work	4	3	1	0

Course Objectives

I. Understand key concepts, theories, and debates on gender.

II, Analyze gender issues in Indian society and their impact on individuals and communities.

III, Critically examine laws, policies, and programs related to gender and gender-based violence.

IV, Develop gender-sensitive assessment and intervention strategies in social work practice.

V, Design advocacy and community mobilization initiatives for gender equality.

Course Outcomes

CO1: Define and differentiate key gender-related concepts and theories.

CO2: Analyze the influence of culture, caste, class, and religion on gender relations in India.

CO3: Evaluate existing laws, policies, and institutional mechanisms addressing gender-based violence and discrimination.

CO4: Apply gender-sensitive approaches in social work assessment, case management, and counselling.

CO5: The students will design and develop programmes having ethical and culturally responsive intervention skills for gender-based challenges in diverse Indian contexts.

COs \ POs/PSOs 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	3	3	2	2	2	2	2	3	2	3	3	3	3	3
CO2	3	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	2
CO3	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3

CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	3.0	3.0	2.5	3.0	3.0	2.0	2.5	2.0	2.0	2.5	3.0	2.0	3.0	3.0	3.0	3.0	3.0

Course Description

Unit I: Understanding Gender: Concepts and Theories [15 Classroom Contact Hours]

- Meaning of sex, gender, gender identity, and sexual orientation
- Social construction of gender; gender roles and stereotypes
- Key gender theories: feminist perspectives, social constructionism, intersectionality
- Gender socialization in family, school, media, and community

Unit II: Gender, Society and Culture in India [15 Classroom Contact Hours]

- Gender and family structures: marriage, kinship, and household dynamics
- Gender and work: paid and unpaid labour, wage gaps, informal sector
- Intersections of gender with caste, class, religion, and region
- Changing gender norms: urbanization, migration, and globalization

Unit III: Gender-Based Violence and Legal Frameworks [15 Classroom Contact Hours]

- Concept and forms of gender-based violence (GBV): domestic violence, sexual harassment, acid attacks, trafficking, cyber violence
- Indian legal and policy frameworks: Protection of Women from Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH), Indian Penal Code provisions related to sexual offences, Laws on trafficking and child marriage
- Role of police, courts, protection officers, and support services

Unit IV: Gender-Sensitive Social Work Practice [15 Classroom Contact Hours]

- Gender mainstreaming in social work: concepts and approaches, Gender-sensitive assessment tools and case documentation
- Community-based interventions: self-help groups, peer support, and community awareness

Unit V: Programs, Policies and Advocacy [15 Classroom Contact Hours]

- Government schemes and programs on gender (central and state level): Beti Bachao Beti Padhao, Working Women Hostel, Mahila E-Haat, etc. Gender budgeting and gender-

responsive planning, Advocacy strategies: awareness campaigns, media engagement, policy advocacy

- Monitoring and evaluation of gender-focused interventions

Recommended learning Resources

1. Basu, S. (2020). *Gender and social work practice in India*. Macmillan India.
2. Desai, N., & Muralidhar, D. (2019). *Women, gender and development*. Oxford University Press.
3. Kapadia, K. (2018). *Gender relations in India: A sociological perspective*. Routledge India.
4. Mishra, R. C. (2017). *Social work practice in India: A gender perspective*. Prentice Hall India.
5. Sen, G., & Mukherjee, A. (2020). *Gender, development and social policy in India*. SAGE Publications.
6. Chakraborty, S., & Singh, A. (2021). Gender-based violence and social work intervention. *Indian Journal of Social Work, 82*(3), 245–260.
7. Kumar, R. (2022). Gender mainstreaming in social work education. *Journal of Social Work Education and Practice, 7*(1), 12–25.
8. Patel, S., & Roy, A. (2023). Interventions for survivors of domestic violence: Lessons from Indian NGOs. *International Social Work, 66*(2), 189–203.
9. Government of India. (2005). *The Protection of Women from Domestic Violence Act, 2005*. Ministry of Law and Justice. https://legislative.gov.in
10. United Nations Women. (2021). *Progress of the world's women: Gender equality and the 2030 agenda*. UN Women. https://www.unwomen.org

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Builds conceptual and critical understanding of gender in higher education.
SDG 5	Gender Equality	Core focus on gender equality, rights, and empowerment
SDG 8	Decent Work & Economic Growth	Aim at poverty reduction, gender equality, livelihoods, and inclusion.
SDG 10	Reduced Inequalities	Core focus on gender equality, rights, and empowerment
SDG 16	Peace, Justice & Strong Institutions	Strong legal frameworks, access to justice, and protection mechanisms.

Course Title: Digital Space in Social Work

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

Course objectives

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

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

II. To familiarize students with the profession of social work and its new practices.

IV. To 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 make digital tools and programmes to address myriad issues in the different societies.

CO–PO & PSO Mapping Table for the Course: SW-40002

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	2	2	3	2	2	3	2	3	3	2	3	3
CO2	2	3	2	3	2	2	2	3	3	2	3	2	3	3	3	2	3
CO3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3
Average	2.	3	2.	2.7	2.	2	2.5	3	2.3	2.5	3	2.5	3	3	2.75	2.75	3

	5		5	5	75												

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 Justice [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

Unit V: Ethical and Cultural Considerations in Technology-Assisted Social Work [15 Classroom Contact Hours]

- Understanding ethical considerations in using digital tools in social work practice; Exploring cultural competence in technology-assisted social work with diverse populations; for maintaining client privacy and confidentiality in digital spaces

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.

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 & Strong Institutions	Technology for advocacy, transparency, and governance

Course Title: Advance Theory of Social Work

Course Code	Course Title	Total 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 programmes for practice of key theories in real world settings with contemporary social work practices and policies.

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 [15Classroom 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

Course Title: NGO Management

Course Code	Course Title	Total Credit	L	T	P
SW42032	NGO Management	4	3	1	0

Course Objectives

I, To understand the foundational concepts of management, including its definition, nature, scope, and significance, as well as the functions and principles that guide managerial practices

II, To identify the role of a manager within an organization and develop essential managerial skills necessary for effective leadership and decision-making.

III, To explore the concept of organizations, including their definition, nature, types, and structures, and examines the significance of leadership and motivation in organizational success.

IV, To gain insights into non-governmental organizations (NGOs), including their definition, objectives, types, and the historical context of NGOs and civil society in India, along with the role and support provided by NGOs and civil society entities.

Course Outcomes

CO1: The students will summarize basic managerial concepts of NGOs to the students.

CO2: The students will elaborate the role of management at various levels of programme execution by NGO.

CO3: The students will emphasize on the under privileged in areas like health, education, social services and community development.

CO4: The students will evaluate problems faced by NGOs and imbibe the role of management in solving the problems of NGOs.

CO5: The students will design and develop programmes for all sorts of NGOs and imbibe the role of management in solving the problems of NGOs and civil society entities.

CO–PO & PSO Mapping Table for the Course SW-42004

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	3	1	2	1	2	2	3	1	3	3	2	3	3
CO2	3	3	3	2	3	1	3	1	2	3	3	1	3	3	3	3	3
CO3	3	3	3	3	3	2	3	1	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	3	1	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	1	3	3	3	2	3	3	3	3	3
Average	3	3	2.75	2.5	3	1.5	2.75	1	2.5	2.75	3	1.5	3	3	2.75	3	3

Mapping Scale:3 = High, 2 = Moderate, 1 = Low, – = Not Directly Mapped

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

Unit-V: Different acts and procedures for establishment [15 Classroom Contact Hours]

- 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.

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 on NGO Management London: 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 Guercio Traver, 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 for disadvantaged communities
SDG 3	Good Health & Well-being	NGO support in healthcare and welfare services
SDG 4	Quality Education	Educational initiatives through NGOs
SDG 5	Gender Equality	Community-based support and empowerment programmes
SDG 10	Reduced Inequalities	Service delivery for marginalized and vulnerable groups
SDG 16	Peace, Justice and Strong Institutions	NGO governance, accountability, and institutional management
SDG 17	Partnerships for the Goals	Collaboration among NGOs, civil society, PRI, and communities

Course Title: Advanced Fieldwork-II

Course Code	Course Title	Total 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	PS O1	PS O2	PS O3	PS O4	PS O5
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

Course Title: Social Justice and Human Rights

Course Code	Course Title	Total Credit	L	T	P
SW42002	Social Justice and Human Rights	4	3	1	1

Course Objectives

- **I.** To trace the historical evolution of human rights, including the role of international conventions, treaties, and the UN Charter, and to analyze the relevance of human rights in the Indian context.
- **II.** To examine the intersection between human rights and social justice concerns within Indian society, including issues of inequality, injustice, and oppression, particularly focusing on the rights of marginalized, excluded, and disadvantaged groups.
- **III.** To understand the constitutional framework of human rights in India, including the Preamble, Fundamental Rights, and Directive Principles of State Policy, and to explore the role of law and legal aid in upholding human rights.
- **IV.** To explore the role of social work in the prevention of human rights violations, including through mechanisms such as public interest litigation, advocacy, media engagement, and social action, and to analyze the relationship between human rights and social justice.

Course Outcomes

CO1: Students will be able to demonstrate an understanding of the historical evolution of human rights and their significance in the Indian context, including familiarity with key international conventions and treaties.

CO2: Students will be able to critically analyze social justice concerns in Indian society and identify the human rights implications for marginalized and disadvantaged groups.

CO3: Students will gain knowledge of the constitutional provisions related to human rights in India and understand the role of law and legal aid in promoting social justice and protecting human rights.

CO4: Students will develop the skills necessary to engage in social work interventions aimed at preventing human rights violations, including through mechanisms such as public interest litigation,

CO5: Students will engage and develop advocacy campaigns, and collaborative projects with human rights organizations at the national and international levels.

COs \ POs/PSOs Mapping for the course: SW-40008

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	2	1	2	2	3	2	3	3	3	3	2
CO2	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO3	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
Average	3	3	2.25	3	2.75	2	2.25	1.25	2	2.5	3	2	3	3	3	3	2.75

Course Description

Unit-I Origin of Human Rights [15 Classroom Contact Hours]

- Evolution of human rights, UN Charter on Human Rights. International Conventions and treaties, Human Rights in Indian context.

Unit-II Human Rights and Social Justice [15 Classroom Contact Hours]

- Human Rights and Social Justice Concerns in Indian society –inequality, injustice and oppression; social, economic, political structures of Indian Society. Human Rights of the Weaker Sections, Resource Poor, Marginalized, Excluded and Disadvantaged.

Unit-III Indian Constitution and Human Rights [15 Classroom Contact Hours]

- Indian Constitution – Preamble, Fundamental Rights and Directive Principles of State Policy. Law as an instrument of achieving social justice in India. Legal aid as an instrument of Human Rights

Unit-IV Role of Social Work [15 Classroom Contact Hours]

- Role of Social Work in prevention of Human Rights Violation. Human Rights and Social Justice, Public Interest Litigation. Role of Media, Advocacy and Social Action.

Unit-V National and International Initiatives [15 Classroom Contact Hours]

- Efforts to prevent Human rights violation, national and international initiatives. State Human Rights Commission, National Human Rights Commission, Amnesty International, Civil Liberties.

Recommended learning resources

1. Wronka, J. (2008). Human rights and social justice: Social action and service for the helping and health professionals. Thousand Oaks, CA: Sage
2. Beaton, R. D., & Murphy, S. A. (1995). Working with people in crisis: Research implications. In C. R. Figley (Ed.).
3. Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized (pp. 51-81). NY: Brunner/Mazel.
4. Berthold, S. M. (2014). Vicarious trauma and resilience (2nd ed.). Peer-reviewed CME course published by Net CE Continuing Education Online.
5. Berthold, S. M., & Akinsulure-Smith, A. M. (2014). Survivors and victims of terrorism. In A. Gitterman (Ed.), Handbook of social work practice with vulnerable and resilient populations (3rd ed.) (pp. 509-534). New York, NY: Columbia University Press.
6. Yassen, J. (1995). Preventing secondary traumatic stress disorder. In C. R. Figley (Ed.). Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized (pp. 178-208). NY: Brunner/Mazel.

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 10	Reduced Inequalities	Protection of marginalized and disadvantaged groups
SDG 16	Peace, Justice and Strong Institutions	Human rights, legal aid, advocacy, constitutional justice
SDG 5	Gender Equality	Social justice and rights protection for vulnerable groups
SDG 4	Quality Education	Human rights awareness and civic education

Course Title: Social Work in Practice

Course Code	Course Title	Total Credit	L	T	P
SW42004	Social Work in Practice	4	3	0	1

Course Objectives

I. Understand the nature and scope of social work practice in different settings.

II. Identify the roles and tasks of social workers in community, institutional, and project-based work.

III. Apply basic social work methods (casework, group work, community organization) in practice.

IV. Develop skills in field adaptation, rapport-building, assessment, and intervention planning.

V. Reflect on field experiences to enhance professional growth and ethical practice.

Course Outcomes

CO1: Describe the scope and settings of social work practice in India.
CO2: Identify the roles, tasks, and responsibilities of social workers in various fields.
CO3: Apply basic social work methods and tools in practice situations.
CO4: Plan and implement simple interventions in community or institutional settings.
CO5: The students will design and develop a programme integrating theory and practice to address real-life social problems ethically and effectively.

COs \ POs/PSOs 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	3	2	2	2	1	2	2	3	2	3	3	3	3	2
CO2	3	3	2	3	3	2	2	1	2	3	3	2	3	3	3	3	3
CO3	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO5	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	3
Average	3	3	2.25	3	2.75	2	2.25	1.25	2	2.5	3	2	3	3	3	3	2.75

Course Description

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

- Meaning, definition, and scope of social work practice
- Settings of practice: community, institutions, NGOs, government departments, hospitals, schools
- Roles of a social worker: enabler, mediator, advocate, broker, facilitator, educator

Unit II: Field Adaptation and Professional Relationship [15 Classroom Contact Hours]

- Understanding the field agency: structure, functions, and client systems
- Orientation to field placement and agency expectations
- Cultural sensitivity: caste, class, religion, language, gender, and regional diversity
- Managing boundaries, confidentiality, and dual relationships

Unit III: Application of Social Work Methods in Practice [15 Classroom Contact Hours]

- Social casework in practice: intake, assessment, case planning, intervention, termination
- Social group work: forming groups, group processes, planning group activities
- Community organization: community profiling, needs assessment, resource mapping
- Integrated use of methods in real-life situations
- Basic tools: genogram, eco-map, social network map, problem tree, SWOT analysis

Unit IV: Planning and Implementing Interventions [15 Classroom Contact Hours]

- Identifying problems and needs in field settings
- Setting goals and objectives for intervention (SMART goals)
- Designing simple intervention plans (individual, family, group, community level)
- Mobilizing resources and building linkages with other services

Unit V: Reflection, Documentation and Professional Development [15 Classroom Contact Hours]

- Documentation in social work: case records, reports, letters, summaries
- Supervision in social work: types, process, and use of supervision for learning
- Professional development: continuing education, networking, self-care, and burnout prevention

- Emerging trends: tele-social work, digital documentation, project-based practice, CSR initiatives

Recommended learning resources

1. Kadushin, A., & Martin, P. (2019). *The social work internship: A practical guide* (3rd ed.). Springer.
2. Mathew, T. (2020). *Fieldwork in social work education: Indian perspectives*. SAGE Publications.
3. Perez, A. (2021). *Social work practice: A generalist approach* (11th ed.). Pearson.
4. Rao, V. N. (2018). *Social work practice in India*. Prentice Hall India.
5. Siddiqui, H. I. (2019). *Social work: Profession and practice*. Authors Press.
6. Dominelli, M. (2020). *Social work and human rights* (3rd ed.). Policy Press.
7. Kumar, S. (2021). Reflective practice in social work field education. *Indian Journal of Social Work, 82*(4), 412–428.
8. National Association of Professional Social Workers in India. (2022). *Ethical guidelines for social work practice in India*. NAPSWI.
9. Srivastava, A. (2020). Documentation and record-keeping in social work practice. *Social Work and Social Development, 5*(2), 78–92.
10. United Nations. (2021). *The Sustainable Development Goals and social work practice*. UN Department of Economic and Social Affairs. https://www.un.org/development/desa

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Social work addresses poverty, exclusion, and inequality
SDG 3	Good Health & Wellbeing	Skill-based application of methods.
SDG 4	Quality Education	Professional education and skill development
SDG 10	Reduced Inequalities	Culturally sensitive, non-discriminatory practice.
SDG 8	Decent Work & Economic Growth	Decent work, self-care, and career
SDG 16	Peace, Justice & Strong Institutions	Accountability through documentation, supervision, and evaluation.

Course Title: Research and Dissertation

Course Code	Course Title	Total Credit	L	T	P
RD40082	Research and Dissertation	12	0	0	12

Course Description

This course provides practical training in anthropological research through 30 days of supervised fieldwork in a tribal, rural, or urban community. Students learn research design, field techniques, ethical practices, data analysis, scientific report writing, and presentation of research findings. The course develops professional skills in conducting independent anthropological research and preparing an ethnographic dissertation in accordance with NEP 2020's experiential and research-based learning approach.

Course Objectives

1. Understand the principles and ethics of anthropological fieldwork.
2. Apply qualitative and quantitative methods of data collection.
3. Develop skills in participant observation, interviews, case studies, genealogies, and household surveys.
4. Analyze and interpret anthropological data using appropriate methods.
5. Prepare a scientific dissertation based on original field research.
6. Develop academic writing, presentation, and communication skills.

Course Contents

Module	Title	Credits	Marks
I	Research Design and Field Preparation	4	100
II	Fieldwork, Data Collection and Data Analysis	4	100
III	Dissertation Writing, Seminar Presentation and Viva Voce	4	100
Total		**12 Credits**	**300**

Module I: Research Design and Field Preparation (4 Credits)

- Nature and significance of anthropological field research
- Identification and selection of research problem
- Review of literature and identification of research gaps

- Formulation of research objectives and research questions
- Research design and preparation of research proposal
- Selection of study area and respondents
- Sampling design and fieldwork planning
- Research ethics, informed consent, confidentiality, and community engagement
- Preparation of research tools and fieldwork schedule

Module II: Fieldwork, Data Collection and Data Analysis (4 Credits)

- Thirty-day supervised fieldwork in a tribal, rural, or urban community
- Rapport establishment and community entry
- Participant and non-participant observation
- Interview, questionnaire, and schedule
- Case study and life history
- Genealogical method and household census
- Social and resource mapping
- Focus group discussion and key informant interview
- Maintenance of field diary and field notes
- Editing, coding, classification, tabulation, and interpretation of qualitative and quantitative data

Module III: Dissertation Writing, Seminar Presentation and Viva Voce (4 Credits)

- Organization and structure of an anthropological dissertation
- Scientific writing and presentation of research findings
- Preparation of tables, charts, figures, maps, and photographs
- Citation, referencing, bibliography, and plagiarism awareness
- Interpretation, discussion, conclusion, and recommendations
- Submission of dissertation
- Seminar presentation of research findings
- Viva voce based on fieldwork, dissertation, and anthropological concepts

Module	Title	Assessment Components	Marks
I	**Research Design and**	1. Research problem (15) 2. Literature review (20)	**100**

	Field Preparation	3. Research objectives & design (20) 4. Research proposal & fieldwork plan (20) 5. Research ethics & research tools (25)	
II	**Fieldwork, Data Collection and Data Analysis**	1. Fieldwork performance (20) 2. Field diary & field notes (20) 3. Field techniques and Data collection (30) 4. Data processing, analysis & interpretation (30)	**100**
III	**Dissertation Writing, Seminar Presentation and Viva Voce**	1. Dissertation (60) 2. Seminar presentation (20) 3. Viva você (20)	**100**
Total	**12 Credits**		**300**

Course Outcomes

CO 1: Demonstrate an understanding of the principles, methods, and ethics of anthropological research, including research design, problem formulation, literature review, and sampling techniques.

CO 2: Apply anthropological fieldwork methods and tools, such as participant observation, interviews, questionnaires, case studies, genealogies, household census, and social mapping, to collect reliable primary data in community settings.

CO 3: Analyze, interpret, and present qualitative and quantitative field data using appropriate techniques, and relate the findings to anthropological concepts and contemporary social and biological issues.

CO 4: Prepare and maintain systematic field records, including field diaries, field notes, documentation, tables, maps, figures, and other research materials in accordance with accepted academic and ethical standards.

CO 5: Produce a scientifically structured anthropological dissertation, effectively communicate research findings through seminar presentations and viva voce, and demonstrate competency in academic writing, referencing, and dissemination of research outcomes.

Course Outcomes - Programme Outcomes Mapping

POs → / COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	2	1	1	2	1
CO2	2	3	2	3	3	3	2	2	2	1	3	1
CO3	3	3	2	3	3	2	1	1	2	1	3	2

CO4	2	2	3	3	2	2	1	2	2	1	3	1
CO5	3	2	3	3	2	2	1	2	3	2	3	1
Average	2.4	2.6	2.4	3.0	2.6	2.4	1.4	1.8	2.0	1.2	2.8	1.2

Course Outcomes – Programme Specific Outcomes Mapping

PSOs → / COs ↓	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2
CO2	3	3	3	2	3
CO3	3	2	3	3	2
CO4	2	2	3	2	3
CO5	2	2	3	2	3
Average	2.6	2.4	3.0	2.2	2.6

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

SDGs mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances research skills, academic writing, data analysis, and knowledge production
SDG 5	Gender Equality	Promotes gender-sensitive research design and inclusive representation
SDG 9	Industry, Innovation and Infrastructure	Encourages use of research tools, data analysis techniques, and innovation in methodology
SDG 10	Reduced Inequalities	Supports inclusive research practices addressing marginalized communities
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of data, responsible documentation, and academic integrity
SDG 16	Peace, Justice and Strong Institutions	Highlights transparency, ethics, accountability, and integrity in research practices
SDG 17	Partnerships for the Goals	Encourages collaboration in research with communities, institutions, and stakeholders

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 (4th Edition). London, Sage Publications.
7. Giddens, A. (1993). New Rules of Sociological Method (2nd Edition).Stanford, California, Stanford University Press.
8. Grbich, C. (2004). New Approaches in Social Research. London, Sage Publications.
9. Gupta, C.B and Gupta, V. An introduction to Statistical Methods, New Delhi: Vikas Publishing House PVT Ltd.
10. Huberman, A.M. & M.B. Miles.(2002). The Qualitative Researcher's Companion. New York, Sage Publications.
11. Kothari, C. R. Research Methodology, Methods and Techniques –Wiley Eastern Limited – New Delhi
12. Silverman, D. (ed.). (2011) Qualitative Research (3rd Edition).London, Sage Publications.
13. University of Chicago (2010). The Chicago Manual of Style (sixteenth ed.). Chicago: Univ. of Chicago Press.
14. W.J. Goode and P. K. Hatt (1952) Methods in Social Research. McGraw Hill Co.
15. Young, P.V. 1956. Scientific Social Surveys and Research. London: Prentice-Hall
16. SWAYAM Course: Research Methodology (https://onlinecourses.swayam2.ac.in/nou24_cm17/preview)

17. **Research Methodology and Statistical Analysis**
18. https://onlinecourses.swayam2.ac.in/nou24_cm06/preview
19. Research Methodologyhttps://onlinecourses.swayam2.ac.in/cec24_ge02/preview
20. Research Methodology https://onlinecourses.nptel.ac.in/noc24_ge21/preview



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