



File Ref.No.32961/AC A II/2022/UOK

UNIVERSITY OF KERALA

(Abstract)

Revised scheme and syllabus of Master of Social Work(MSW) - w.e.f 2024 admissions- Approved- Orders issued.

AC A II

5503/2024/UOK

Dated: 05.07.2024

*Read:-*1.U.O No.Ac.A.II/3/40/48727/2018 dated 05.06.2018

2.Annual Meeting of the Board of Studies in Social Work held on 30/01/2024

3.Item no.IV.D.I(1) of the minutes of the annual meeting of the Faculty of Social Sciences held on 30.04.2024

4.Item no.(II).(ii) of the minutes of the meeting of the Academic Council held on 10.05.2024

5.UO No.Ac AII/5261/2024/UOK dated 28.06.2024

ORDER

The Scheme and Syllabus of MSW in affiliated colleges had been revised w.e.f 2018 admission as per U.O read as (1) above.

The Annual Meeting of the Board of Studies in Social Work, vide paper read as (2) above, recommended the revised Scheme and Syllabus of MSW (Semester Scheme) for affiliated colleges, evolved from the three day workshop for syllabus revision, to be implemented from 2024 admission onwards. The Faculty of Social Sciences, vide paper read as(3) above, endorsed the recommendations of the Board of Studies.

The Standing Committee of the Academic Council held on 09.05.2024 while considering the guidelines for the issue of internal marks in MSW course recommended to delete the second column in the guidelines concerning the internal marks and to correct the range of marks in the first row as 81 and above. The Academic Council, vide paper read as (4) above, approved the above recommendation and UO vide paper read as (5) has been issued. The Academic Council further resolved that the said modifications be effected in the revised Scheme and Syllabus of MSW in Page 11-"Range of mark awarded internally", to be implemented wef 2024 admissions.

The Academic Council, vide paper read as (4) above, resolved to approve the revised Scheme and Syllabus of Master of Social Work (MSW) for affiliated colleges incorporating the above modifications.

The Scheme and Syllabus of MSW will come into effect from 2024 admission onwards and the same is available in the University Website.

Orders are issued accordingly.



HEMA ANANDAN

JOINT REGISTRAR
For REGISTRAR

To

- 1.PS to VC/PVC
- 2.PA to Registrar/CE
- 3.The Dean, Faculty of Social Sciences
- 4.The Chairperson, Board of Studies in Social Work
- 5.Director, Computer Centre
- 6.The Principals of colleges offering MSW
- 7.JR(Exams-II)/DR Exams-IV/AR PG Exams
- 8.JR(Academic)/DR(Acad-II)/AR(Acad-III)
- 9.DR(EB and M&C)/AR EB
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File Ref.No.47942/AC A II/2022/UOK

UNIVERSITY OF KERALA

(Abstract)

Guidelines- Range of Marks for the Continuous Assessment of Concurrent and Block Field Work in Master of Social Work(MSW) -Modifications- Approved - orders issued

AC A II

5261/2024/UOK

Dated: 28.06.2024

*Read:-*1.U.O No.Ac.All/8899/2022/UOK dated 26.11.2022

2.Item no.I.50.04 of the minutes of the meeting of the Academic Council held on 10.05.2024

ORDER

The additional meeting of the Board of Studies in Social Work at its meeting held on 10.10.2022 recommended guidelines concerning the Range of Marks, maximum percentage of students who may deemed to be fit for the respective range of marks, and the conditions under which such range of marks to be awarded to the students for the Continuous Assessment for Concurrent and Block Field Work in Master of Social Work (MSW) and orders have been issued accordingly,subject to reporting to Academic Council vide paper read as (1) above.

The Academic Council at its meeting held on 07.01.2023 considered the above matter and resolved that the class average of the internal assessment mark of MSW course shall be examined. Accordingly, the matter was examined by the Standing Committee of the Syndicate on Examinations and the Syndicate at its meeting held on 04.10.2023 referred the matter to the Dean's Council.

The Standing Committee of the Academic Council at its meeting held on 09/05/2024 recommended to delete second column in the guidelines and to correct the range of marks in the first row as 81 and above .

The Academic Council, vide paper read as (2) above, resolved to approve the above recommendation of the meeting of the Standing Committee of the Academic Council and approved the guidelines with regard to the range of marks as follows:

Range of Marks	Remarks
81 and above	For those students who have consistently demonstrated Outstanding* performance(preferably advanced learners),shall be awarded 81 and above band marks,exercising due diligence.Proper justification and proof shall be prepared to consider students in this category.
71-80	Those students who have demonstrated consistent and exemplary performance shall deserve this category of marks.



61-70	Those students who have demonstrated above average performance shall deserve this category of marks.
51-60	Those students who have demonstrated average performance consistently shall deserve this range of marks.
40-50	Minimum marks that can be awarded to a student,(a) for field work,if he/she meets the minimum required field work hours(270 hours of concurrent field work per semester and 225 hours for each of the two block placements), and (b) for internals,if he/she has made timely submissions of seminars and assignments,and has attempted the internal test.

The U.O read as paper(1) above, stands modified to this extent.

Orders are issued accordingly.

MAYA DEVI C.B

DEPUTY REGISTRAR
For REGISTRAR

To

- 1.PS to VC/PVC
- 2.PA to Registrar/CE
- 3.Dean,Faculty of Social Sciences
- 4.Chairman,Board of Studies in Social Wok
- 5.Director,Computer Centre
- 6.Principal, colleges offering MSW
- 7.JR Academic/Exam II
- 8.DR Acad II/Exam IV
- 9.AR Acad III/Exam PG Semester
- 10.PG Tabulation Section/IT Cell
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**MASTER OF SOCIAL WORK
(Semester Scheme)
Two-Year Full Time Program
(2024 Admissions)**

University of Kerala

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1. INTRODUCTION

The post-graduate program leading to the award of the **Master Degree of Social Work (M.S.W.)** offered by the University of Kerala, is a two-year program spread across four semesters. The curriculum of the program integrates and balances theory with practicum components to cater to the emerging requirements of Social Work practice. While the majority of the courses of the program are generic, two specialisations, **Medical and Psychiatric Social Work** and **Community Development**, are introduced in the second year. The academic work is a package of fourteen common theory papers, four specialisation papers, four concurrent field practicum, two block filed practicum, one dissertation/project work, and a comprehensive viva voce.

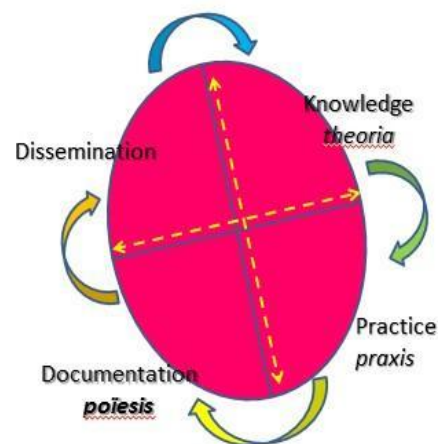
Considering that professional development requires personal reflection, the program will have a total of **3610** hours of instruction, transacted by way of classroom lectures, guided reading sessions, assignment writings, seminars, group discussions, tutorials, role-play, case studies, field trips, field surveys, field action and computer classes. The instructional content is transacted by way of five common papers each, during Semesters I and II, while there will be two common papers and two specialisation papers based on the field of specialisation during Semesters - III and IV. Semester IV, also requires the learner to submit a Dissertation/Project and attend a comprehensive viva-voce.

Supervised field work is considered the melting cauldron for integrating professional knowledge, theory and practice behaviours. Fieldwork supervision, considered a vital part of instructional hours, envisages continuous interaction between the social worker trainee, agency supervisor and the supervisor. This is followed up through reflective report writing which is discussed during weekly conferences - individual and group; conferences aid reflection that drives moderation in attitude suited to social work practice. Semesters I and II will feature two stints of concurrent field practicum transacted (15 hours per instructional week on Thursdays and Saturdays or Fridays and Saturdays), while Semester III and IV, will require fieldwork based on the field of specialisation, which may be transacted in an appropriate combination of concurrent and block. There will be two additional stints of block field practicum during the Semesters II and Semester IV, to familiarise and orient the social work trainees with administrative aspects, appreciate the nuances of the practice of social work in agency settings, as well as opportune the development of skills appropriate for specialisation. During supervised fieldwork, the social work trainee will be assessed

for their integration of knowledge (*theoria*) and applications in practice (*praxis*), personal and professional development, skill acquisition, research acumen (*research*), documentation (*poïesis*), involvement, initiatives undertaken and cooperation with the agency personnel (Diagram 1). The scheme of papers, instructional hours allotted, field practicum, and the distribution of marks for Continuous Evaluation (CA) and End Semester Examination (ESA) are detailed in **Table 1**.

Diagram 1: Social Work Education (ref. LSW Pedagogy) as a cyclic, reflective blend of practice, theory, documentation and dissemination.

LSW Pedagogy Wheel :
engaged learning and action



2. PROGRAM SPECIFIC OUTCOMES (PSOs)

The present syllabus is envisaged on lines of Outcome based Education (OBE). Hence extensive work has gone into determining outcomes and preparing an outcome document (Annexure 1). Given below are the Program Specific Outcomes (PSOs) of the MSW programme. Every course is designed with the aim of achieving the PSOs.

PSO1: Informed About the Profession	The trainee shall be well-informed about the profession, by acquiring profession-specific and interdisciplinary knowledge .
PSO 2: Express Professionalism	The trainee shall demonstrate ethical and professional behaviour and attributes .
PSO 3: Apply the Problem-solving Process	The trainee shall systematically and skillfully apply the problem-solving approach in the process of helping clients achieve better social functioning.
PSO 4: Demonstrate Social Work Skills	The trainee shall demonstrate the social work skills relevant to the practice of social work methods .
PSO 5: Practice in Multiple Contexts	The trainee shall be capable of incorporating diversity in practice by adapting to multiple fields and contexts of social work and engaging sensitively with clients of different socio-cultural and religious backgrounds.

MSW SYLLABUS 2024

3. SCHEME

Sem	Course Code	Course Name	Distributi on of hours per semester	Instructional hrs per week		ESA (hrs)	Maximum marks		
				L	P		CA	ESA	Total
I	SW 511	History and Philosophy of Social Work	80	4		3	25	75	100
	SW 512	Sociology and Economics for Social Work	80	4		3	25	75	100
	SW 513	Psychology for Social Work	80	4		3	25	75	100
	SW 514	Working with Communities	80	4		3	25	75	100
	SW 515	Working with Groups	80	4		3	25	75	100
	SW 516	Concurrent Field Practicum I	270		15		100		100
		Total	670	20	15	15	225	375	600
II	SW 521	Working with Individuals and Families	80	4		3	25	75	100
	SW 522	Theory and Practice of Counselling	80	4		3	25	75	100
	SW 523	Administration of Human Service Organizations	80	4		3	25	75	100
	SW 524	Social Legislations and Human Rights	80	4		3	25	75	100
	SW 525	Social Work Research Methods	80	4		3	25	75	100
	SW 526	Concurrent Field Practicum II	270		15		100		100
	SW 527	Block Field Practicum I	225				100		100
		Total	895	20	15	15	325	375	700
III	SW 531	Project Planning and Management	80	4		3	25	75	100
	SW 532	Community Health and Health Care Management	80	4		3	25	75	100
	SW 533A	MPSW Specialization Paper I: Medical Social Work	120	6		3			
	SW 533B	CD Specialization Paper I: Rural and Urban Community Development	120	6		3	25	75	100
	SW 534A	MPSW Specialization Paper II: Psychiatric Social Work	120	6		3	25	75	100
	SW 534B	CD Specialization Paper II: Gerontological Social Work Practice	120	6		3			
	SW 535	Concurrent Field Practicum III	270		15		100		100
		Total	910	32	15	18	200	300	500
IV	SW 541	Social Entrepreneurship and Corporate Social Responsibility	80	4		3	25	75	100
	SW 542	Integrated Social Work Practice	80	4		3	25	75	100
		MPSW Specialization Paper III: Therapeutic Interventions for Social Work Practice	120	6		3			
	SW 543A						25	75	100
	SW 543B	CD Specialization Paper III: Development Economics	120	6		3			
	SW 544A	MPSW Specialization Paper III: Social Work Practice and Health	120	6		3			
	SW 544B	CD Specialization Paper IV: Social Policy and Planning for Community Practice	120	6		3	25	75	100
	SW 545	Concurrent Field Practicum IV	270				100		100
	SW 546	Block Field Practicum II	225		15		100		100
	SW 547	Dissertation						100	100
	SW 548	Comprehensive Viva						100	100
		Total	1135	32	15	18	300	500	800
Grand Total			3610	104	60	66	1050	1550	2600

4. EVALUATION OF THEORY

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25 marks for CA and 75 for ESA (University Examinations at the end of each semester). There shall be no continuous assessment for the Dissertation/ Project. The allocation of marks for **Continuous Assessment (CA)** shall be in the following proportion.

a. Assignment	10
b. Tests	10
c. Seminars	5
Total	25

Only those who secure a **minimum of 75%** attendance in the aggregate for all the courses of a semester taken together will be **allowed to register** for the End Semester Examination of the Semester. Each student shall be required to do an **assignment** for each paper; a maximum **10 marks** shall be awarded for the assignment. There shall be **two class tests** during a semester; marks of tests shall be awarded based on the marks secured for the **best among the 2 tests**; a maximum **10 marks** shall be awarded for the test. Students shall be required to present a **seminar** on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion; a maximum of **5 marks** shall be awarded.

The **Dissertation/Project work** shall not be less than 50 typed (font in 12 point, in Times New Roman, spaced at 1.5point) pages in standard thesis format showing evidence of the ability of the candidate to design a study, collect relevant materials, analyse it using appropriate tools of research and to present an analytical assessment of the problem. The Dissertation/Project shall be awarded a maximum of **100 marks**, of which 20% shall be allotted to *viva-voce* examination, which shall be conducted along with the comprehensive viva. Soft copies of the dissertation shall be submitted to the University before the commencement of the End Semester Examination (ESA) of the Fourth Semester.. A copy of the dissertation duly certified by the Supervising Teacher and countersigned by the Head of the department and Principal, where the course is held, shall be submitted to for the viva voce. **Pass requirement** shall be **40%** marks for **ESA** for each paper and an **aggregate minimum of 50% marks including CA for all the papers put together during** a semester. There shall be no separate pass mark for CA. The marks for project work and viva-voce will be carried over.

5. RANGE OF MARKS AWARDED INTERNALLY

FOR CONTINUOUS ASSESSMENT OF COURSES, CONCURRENT FIELD PRACTICUM AND BLOCK FIELD PRACTICUM.

The guidelines, given below, indicate the range of marks that can be awarded internally, maximum percentage of students who may be deemed to be fit for the respective range of marks, and the conditions under which such range of marks are to be awarded.

Range of marks	Maximum percentage of students who may be deemed fit for the range	Remarks
81-90	<i>Outstanding</i> To a maximum of 10% of students	For those students who have consistently demonstrated outstanding* performance (preferably advanced learners), shall be awarded 81-90 band marks, exercising due diligence. Proper justification and proof shall be prepared to consider students in this category.
71-80	<i>Excellent</i> To a maximum of 15% of students	Those students who have demonstrated consistent and exemplary performance shall deserve this category of marks.
61-70	<i>Very Good</i> To a maximum of 20% of students	Those students who have demonstrated above average performance shall deserve this category of marks.
51-60	<i>Good</i>	Those students who have demonstrated average performance consistently shall deserve this range of marks.
40-50	<i>Pass</i> (For field work practicum only; there is no separate pass for internals)	Minimum marks that can be awarded to a student, (a) for field work practicum, if he/she meets the minimum required field work hours (270 hours of concurrent field practicum per semester and 225 hours each for the two Block field practicum); and (b) for internals, if he/she has made timely submissions of seminars and assignments, and has attempted the internal test, maintaining minimum quality as demonstrated by the subject teacher.

*If more students qualify above this range for concurrent field practicum and block field practicum, due diligence shall be exerted and proper justification and proof shall be prepared to consider students in this category.

6. PATTERN OF QUESTION PAPERS FOR THEORY COURSES (ESA)

The Question paper shall consist of three parts, of which Part-I shall consist of concepts or definitions, Part – II short essays and Part-III long essays. **Part-I** will consist of **ten** questions, each carrying 2 marks, and to be answered, in not less than 50 words. **Part II**, will consist of 5 pairs of short essay questions, out of which **five** are to be answered (one from each pair) in not less than 300 words. Each short essay question carries 5 Marks. Finally, **Part III** will consist of two pairs of long essay questions, each carrying 15 marks, out of which **two** questions are to be answered (one from each pair), in not less than 850 words. Thus, the total marks shall be 75.

7. THEORY COURSES

The MSW programme has a total of 22 courses, 14 generic courses and 8 specialisation courses. In the section given below the details of each course shall be provided. Each course elaboration begins with a course matrix, followed by contents of the module and the references. The course matrix consists of the following components:

- A. Course Code and Title: Identifying details of the course, corresponding to the Scheme
- B. Course Outcomes (CO): The SMART outcomes expected to be achieved by the course, where SMART is abbreviation for specific, measurable, achievable, relevant and time-bound.
- C. PSO Mapping: Under the OBE system, it is expected that each of the COs contribute to the Programme specific outcome (PSO). This is indicated in the Course matrix.
- D. Bloom's Mapping: Bloom's taxonomy is a framework for classifying educational learning objectives into six levels of thinking: Remember, Understand, Apply, Analyse, Evaluate and Create. Each CO is linked to a Bloom's level, indicating the level of cognitive involvement expected from students. This also informs the nature of questions generated w.r.t. the CO.
- E. Weightage: A weightage is assigned to each course outcome to indicate its relative importance in achieving the PSOs. This weightage can be used to determine the assessment methods and the extent to which each CO contributes to the PSO.

SEMESTER 1

SW 511 History and Philosophy of Social Work

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Reflect over the philosophical, Ideological, and value bases of social work		PSO1	Understand	Level 1
2. Analyse the historical transition of professional social work over the ages and contexts		PSO1	Analyse	Level 2
3. Evaluate Social Work as a Profession and identify oneself as professional social worker		PSO2	Evaluate	Level 3
4. Practice professional social work by imbibing the core competencies and attributes of social work		PSO4	Apply	Level 2
5. Demonstrate the role of professional social worker in different fields		PSO5	Apply	Level 2
MODULES				
I	Introduction to Professional Social Work: Transition from Charity to Professional Approach ➤ Concepts: Charity, Volunteerism, Social Service, Social Welfare, Social Security, Social Reform, Social Development and Social Action. ➤ Social Work: definition, meaning, purpose, goals, objectives, assumptions and functions. ➤ Basic and auxiliary methods of Social Work ➤ Scientific basis of Social Work - knowledge, tools, techniques and skills			
II	Historical Evolution of Professional Social Work ➤ History of Social Work in the UK - Religious charity - statutes of Edward, Henry, and Elizabeth - Elizabethan Poor Law - Charity Organisation Society (COS) - Settlement House Movement - Poor Law Commissions and Beveridge Report. ➤ History of Social Work in the USA - Social Work during the Colonial Period in the USA; during the Civil War and Industrial Revolution - professional development of Social Work in the USA ➤ History of Social Work in India - Ancient India - Social Welfare during Sultanate and Mughal Period - contribution of Social Reformers, Social Reform Movements, and Organisations. Development of Social Work Education			
III	Philosophical Basis, Principles, and Values of Professional Social Work ➤ Philosophical bases of Social Work - moral and religious values in Social Work philosophy -Christian, Hindu, Islam, Buddhist traditions. ➤ Ideologies: Liberalism, Humanism, Socialism, Communism, Democracy; Gandhian ideology in Social Work ➤ Principles of Social Work			

	➤ Social Work values and ethics - Purpose of a Code of Ethics - NASW Code of Ethics – Ethical Dilemma
IV	Social Work as Profession - Professional Attributes and Core Competencies ➤ Definition and characteristics of a profession – Social Work as profession ➤ Professional Attributes: Holistic view of the human person - acceptance - objectivity - non-judgmental and non-exertive attitude - ability to relate to and work with different people -emotional maturity - self-awareness and conscious use of self - adherence to the Code of Ethics - identification with the profession ➤ Core Competencies and Cultural Competencies of a social work practitioner envisioned by NASW and CSWE. ➤ Professional Associations of Social Work – International, national, and regional.
V	Fields of Professional Social Work Practice ➤ Fields of Social Work – Target Group Specific: Differently Abled, Elderly, Women and Child, Youth, Dalits and Tribals, and LGBTQIA+ ➤ Setting Specific: Correctional, Health, Community, Industry, School, Environment, and Disaster. ➤ International Social Work: Commonalities and diversity of Social Work practice across the globe.

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SW 512 Sociology and Economics for Social Work

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Acquire a comprehensive understanding of the fundamental concepts and theories in sociology for the practice of social work.		PSO1	Understand	Level 1
2. Demonstrate the ability to apply sociological concepts and perspectives to analyse and interpret real-world social issues.		PSO 3	Analyse	Level 2
3. Create a comprehensive understanding of the origin and development of economics, differentiating between micro and macroeconomics and assessing the scope of economics, recognizing its relevance to social work practice		PSO 3 PSO 4	Apply	Level 3
4. Evaluate the complexities of development paradigms, including globalisation and digitalisation, by drawing on a comprehensive understanding of sustainable development, and diverse models		PSO 4 PSO 5	Analyse	Level 3
5. Apply social analysis techniques to deconstruct and analyse the basic structures of society, including economic, social, political, and ideological dimensions and employ social analysis for various groups in the field		PSO 4 PSO 5	Create	Level 3
MODULES				
I	The Fundamentals of Sociology ➤ Origin and Development of Sociology ➤ Basic Concepts: society, community, Types of social status and role ➤ culture: traditions, customs, values, norms, folkways and, mores ➤ Thinking Sociologically and Thinking Globally: Sociological Imagination and Sociological Perspectives: functionalist, conflict, interactionist, postmodernist and Global: Network Society and Risk Society			
II	Sociological Concepts for Social Work Practice ➤ Social Process: Conjunctive and Disjunctive ➤ Socialisation: Agents and theories ➤ Social Institutions: Meaning and Types ➤ Social Control: Meaning and agencies ➤ Social Stratification: Meaning, Origin and Types- caste, class, gender and race ➤ Social Change: Meaning, Types and Theories ➤ Social Problems: Definition and Types ➤ Social exclusion, marginalisation and communalism			

III	Basic Economic Concepts for Social Work Practice ➤ Origin and Development of Economics: Micro and Macro Economics ➤ Definition and scope of Economics ➤ Basic economic questions: what to produce, how to produce, and for whom to produce ➤ Economic systems: traditional economy, command economy market economy and mixed economy ➤ Basic Concepts: Factors of production, want, need, ➤ Law of demand and law of supply ➤ Market equilibrium and price determination ➤ Elasticity of demand and supply ➤ Market structures: perfect competition, monopoly, oligopoly, monopolistic competition ➤ National income and per capita income ➤ National Income Analysis
IV	New Development Paradigms: Globalisation and Digitalisation ➤ Development: Under-development and Sustainable Development ➤ Kerala Experience –Model of Development ➤ Immigration of Migrant labourers and Migration of youth ➤ International Economic Institutions- United Nations, ILO, IMF&WB ➤ Globalisation – it's paradoxes and contemporary dynamics in the global development process ➤ Digital World Order: Digital divide and inclusivity ➤ Impacts of digitalization on individuals, communities, and societies ➤ Social and ethical implications of digital technologies
V	Social Analysis: Methods and Tools ➤ Social Analysis: concept, steps and Methods and tools ➤ Basic Structure of Social Analysis: System and Structural Analysis -Economic Structure, Social Structure,-Political Structure and Ideological Structure ➤ Application of Sociology and Economics for Social Work

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SW 513 Psychology for Social Work

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Understand the basic concepts of psychology and the bio-psycho-social bases of human behaviour, and its implication to social work practice		PSO1	Analyze	Level 1
2. List the bio-psychosocial changes happening across the life-span and be able to explain these changes based on the various theories and developmental task specific to the life stages		PSO4	Apply	Level 3
3. Generate an assessment of the bio-psychosocial needs (need assessment) of the individuals (in the context of social casework) / individuals in groups (in the context of social group work), predict hazards and design appropriate social work interventions		PSO3	Create	Level 3
MODULES				
I	Basics of Psychology: ➤ Psychology: definition: branches of psychology – Life-Span Approach / Developmental Psychology, Social Psychology, Abnormal Psychology - differentiating Growth and Development - Developmental Tasks ➤ Basic Concepts: Sensation, Perception, Learning, Memory, Emotions, Intelligence, Personality ➤ Psychological Assessment- Personality tests, IQ, EQ. ➤ Schools of Psychology: Psychoanalytic, Behavioural, Cognitive and Humanistic, Eclectic Approach) ➤ Developmental tasks during various stages in the lifespan (Havinghurst) ➤ Theories of development: Erik Erikson, Piaget, Kohlberg, Sigmund Freud, Ginsberg/ Super [Career] ➤ Relevance of Psychology to Social Work: Multidimensional Perspective - Biological- Psycho-social and socio-cultural (support systems) – Systems approach & Person-in-Environment (PIE).			
II	Pregnancy, Childbirth and Infancy ➤ Conception - prenatal development stages and epigenetics - childbirth - prenatal and ante-natal care - infancy - babyhood - the physiological, emotional, cognitive changes and role of socialisation– hazard: developmental delays, teratogens, abortion, pre-maturity - ➤ social work interventions.			
III	Early and Late Childhood ➤ Developmental tasks of early and late childhood - physiological, emotional, social, personality and cognitive changes – socialisation, play, schooling and parenting –			

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	hazards: learning disabilities, conduct disorders ➤ social work interventions.
IV	Puberty & Adolescence ➤ Puberty: Biophysical, cognitive, psychological and social changes and implication for Social Work; ➤ Adolescence - identity crisis - peer pressure - vocational planning – sexual exploration – hazards: crime and violence, substance abuse - social work interventions.
V	Adulthood: Early Adulthood to Old-age ➤ Developmental Tasks of Early Adulthood: vocational, marital and social adjustments - social work interventions ➤ Developmental Tasks of Middle Age – physiological, social, vocational and familial adjustment- hazards: lifestyle diseases, mid-life crisis, career crisis - social work interventions ➤ Developmental Tasks of Old Age - Physiological, emotional, spiritual and social implications – loneliness and elderly abuse - hazards - social work interventions.

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7. Coleman, David: Abnormal Psychology and Modern Life
8. The Role of the Social Worker in Adult Mental Health Services:
<https://www.basw.co.uk/resources/tcsw/Roles%20and%20Functions%20of%20Mental%20Health%20Social%20Workers%202014.pdf>
9. Effective Social Work with Older People:
<http://www.gov.scot/resource/doc/47121/0020809.pdf>
10. Psychology, Social Work and Human Services 2015 :
http://www.unisa.edu.au/Documents/Brochures/2015/Discipline/2015_Psychology_Social_Work
11. Five Theories in Social Work:
https://brage.bibsys.no/xmlui/bitstream/handle/11250/141851/Hutchinson_GS.pdf
12. Psychology 8th Edition: <http://www.cee.uma.pt/ron/Psychology%208th%20->

- %20Gleitman,%20Gross,%20Reisberg.pdf
13. Erikson's psychosocial development theory :
<https://cystinosis.org/images/research/article-library/psychosocial/stages%20of%20development.pdf>
 14. Piaget, Kohlberg, Gilligan, and Others on Moral Development :
<http://swppr.org/textbook/Ch%207%20Morality.pdf>
 15. Psychoanalytic Theory Sigmund Freud:
<http://www.oakton.edu/user/3/bfrank/PSY120/Psychoanalytic%20theory%20Freud.pdf>
 16. Developmental Tasks (Havighurst):
https://sterlingbankng.com/assets/usercontents/Theories_of_Developmental_Stages.pdf
 17. Pregnancy, Childbirth and Infancy : <http://guidetochildcare.org/pdf/gtcc-part1.pdf>
 18. Infant Mortality: Priority for Social Work: http://web.utk.edu/~orme00/articles/Combs-Orme_1987.pdf
 19. Principles of Developmental Psychology:
http://164.100.133.129:81/eCONTENT/Uploads/Principles_of_Development_Psychology.pdf
 Early Childhood Development : <https://www.unicef.org/dprk/ecd.pdf>
 20. Adolescent Growth and Development :
http://www.epi.umn.edu/let/pubs/img/adol_ch1.pdf
 21. Puberty: <https://depts.washington.edu/uwleah/sites/default/files/seminarFiles/%3Cem%3EEdit%20Event%3C/em%3E%20Physical%20Growth%20and%20Development%20during%20Adolescence/Phys%20grwth%20%20devt%2011-4.pdf>
 22. Adolescence Social Patterns, Achievements, and Problems :
<https://pdfs.semanticscholar.org/6621/88772a3f71aa38ee9ef4826d505c98cf1b35.pdf>
 23. Effective strategies and interventions for adolescents in a child protection context :
http://www.community.nsw.gov.au/data/assets/pdf_file/0016/321640/effective_adolescent_strategies.pdf
 24. Havighurst's Developmental Tasks for Adulthood, Middle Age And Old Age:
<http://www.egyankosh.ac.in/bitstream/123456789/23374/1/Unit-2.pdf>
 25. Adulthood Age Group Growth & Development:
https://web2.aabu.edu.jo/tool/course_file/lec_notes/1001242_Adulthood%20Age%20Group%20GD.pdf
 26. Defense Mechanisms in Psychology Today :
https://www.researchgate.net/profile/Phebe_Cramer/publication/12427376_Defense_Mechanisms_in_Psychology_Today_Further_Processes_for_Adaptation/links/568bf74d08ae8445f58dc804/Defense-Mechanisms-in-Psychology-Today-Further-Processes-for-Adaptation.pdf
 27. WHO Assessment Instrument:
http://www.who.int/mental_health/evidence/AIMS_WHO_2_2.pdf
 28. Comprehensive Mental Health Assessment: <http://www.nevil.org.au/uploads/images/131/Comprehensive-Mental-Health-Assessment.pdf>
 29. Mental Health Screening and Assessment Tools for Primary Care : https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Mental-Health/Documents/MH_ScreeningChart.pdf

SW 514 Working with Communities

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Understand the theoretical concepts related to Community Organization and Social Action.		PSO1	Analyze	Level 1
2. Take appropriate decisions when faced with value conflict, by evaluating values, principles and concepts related to community empowerment.		PSO2	Evaluate	Level 2
3. Devise a solution for a community problem by applying the problem-solving process.		PSO3	Create	Level 3
4. Demonstrate community organisation skills, tools, and techniques.		PSO4	Apply	Level 3
5. Analyse case studies in community practice to identify community organisation models/settings and their features.		PSO5	Analyze	Level 2
MODULES				
I	Community Practice: Community Organization and Social Action ➤ Community: Definitions of Community, Brint's Typology of Communities. ➤ Community Practice: Definition and goals of Community Organization, and Social Action ➤ History of Community Organization in UK, USA and India ➤ Components of Community Practice (Hart's Community Triangle) ➤ Interrelations between Community Practice and other methods and CO and Social Action.			
II	Philosophy and Principles of Community Practice ➤ Community Empowerment and related concepts: Power Structure, Community Building, Community Resilience, Community Leadership and Community Participation. ➤ Philosophy of Community Practice ➤ Gandhian ideology of community empowerment. ➤ Values and Principles of Community Organization and Social Action.			
III	Process and Phases of Community Practice ➤ The process of Community Organization. Phases: ➤ Pre-Helping Phase- Assessment (SDGs & SPI); ➤ Helping Phase- Rapport building, Study, Analysis (multiple dimensions of the community), Planning- Organizing -Action; ➤ Ending Phase- Evaluation and Termination or Phase out.			
IV	Skills for Community Practice ➤ Participatory Rural Appraisal (PRA) ➤ Mobilization People, Leadership. ➤ Capacity Building			

	➤ Community Collaboration (Linking Networking, Partnership) ➤ Resource Management: Human-Consultant and Expert groups, Volunteer Management) Material and Monetary ➤ Advocacy and Reporting
V	Models of Community Practice ➤ Jack Rothman's 3 Models and Revisions: Locality Development, Social Planning, and Social Action; ➤ Mary Weil's Eight Models: (1) Neighbourhood and community organizing; (2) Organizing functional communities; (3) Social, economic, and sustainable development, (4) Inclusive program development, (5) Social planning, (6) Coalitions, (7) Political and social action (Farmers Act.), (8) Movements for progressive change; ➤ Case Studies: Kudumbhasree, Queerhythm, Kizhakambalam, Department of Empowerment of Persons with Disabilities, India Sanitation Coalition, Niti Ayog, Vizhijam Port Protest, Me Too. ➤ Settings: Rural, Urban, Semi-urban, Coastal and Tribal Communities

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24. Datar et al. 2010. *Skill Training for Social Workers: A Manual*. New Delhi: Sage Publications

SW 515 Working with Groups

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Understand types and contributions of different types of groups in one's life; Social Group Work, its definition, components, objectives, relevance, and historical context	PSO1	Analyze	Level 1
2.	List, apply and analyse professional elements (Knowledge, Skills, Values, and Principles of social group work, different structures, content, and methods of Social Group Work records and understand how they relate to fieldwork in social work.	PSO 2	Analyze	Level 2
3.	List and understand the problem-solving process in social group work and demonstrate each of the components of the problem-solving process and gain hands-on experience by applying these skills to form groups tailored to specific populations such as children, adolescents, young adults, women, elderly, persons with disabilities etc.	PSO 3 PSO 5	Apply	Level 3
4.	demonstrate an understanding of the importance of documentation in social group work and comprehend the role of supervision, and apply various models in the context of social group work.	PSO 4	Apply	Level 3
5.	List the skills, tools and techniques of Social Group Work, prepare modules of Life skills and demonstrate it through field work	PSO 5	Create	Level 3
MODULES				
I	Introduction to Social Groups and Social Group Work ➤ Group: Definition, Characteristics; Types of groups: Primary and secondary groups; Treatment groups (Support, Education, Growth, Therapeutic and Re-socialization groups), Task oriented groups (forum, team and committees) and Developmental groups (self-help groups, support groups and Training groups). ➤ Introduction to Social Group Work – Definitions (Trecker, Konopka, Siddiqui etc.), evolution and relevance of social group work as a method of social work.			
II	Foundations of Social Group Work: ➤ Social Group Work Values: Respect, Empowerment; Confidentiality, participation, inclusivity, collaboration, social justice, autonomy, cultural sensitivity (Code of ethics) ➤ Principles (H.B Trecker's) ➤ Group process: Meaning, Associative and dissociative group process; understanding bonds, acceptance, isolation, rejection and conflict; Meaning of subgroups and types of subgroups – dyad, triad, cliques; ➤ Group dynamics: Definition – communication and interaction pattern – interpersonal			

	attraction and cohesion – social integration and influence – group culture ➤ Leadership in Groups: concept of leader, theories of leadership, types of leaders, participatory leadership ➤ Tools for assessing group process and dynamics: Sociogram and sociometry
III	Social Group Work Process and Stage of group Development ➤ Intake - conducting intake assessments in social group work; ➤ Study- assessing group needs, strengths and goals; ➤ Goal setting – collaborative goal setting with groups; ➤ Interventions – Programme Planning and Implementation – Meaning of program development, Programme as a tool, principles of programme planning, programme development process, programme media; Group communication methods: Lectures, forum, brainstorming, guided discussion, case study, role play, demonstration, social media ➤ Evaluation: evaluating effectiveness of interventions - Individual, Programme, social group worker, agency (Indicators of evaluation) ➤ Stages of Group Development: Meaning of group development: forming, storming, norming, performing and adjourning – tasks, challenges, and skills at each stage.
IV	Social Group Work Recording and Supervision ➤ Recording: importance of documentation, Methods of group work recordings - Narrative, analytical, process and summary records ➤ Supervision: definition, role and importance of supervision; Models of supervision - The developmental model; Task model; The integrative model; The reflective model; The collaborative model and Didactic supervision
V	Group Work models and scope of Social Group Work ➤ Models: Social goals model, Remedial model and Reciprocal Models. ➤ Scope of Group Work – Group Work practice in different settings with specific target groups like educational settings. ➤ Groups in school focusing on Life Skills: Understanding Life Skills Education, Life skills - Critical Thinking, Creative Thinking, Decision-Making, Problem Solving, Interpersonal Relationship, Effective Communication, Coping with Emotions, Coping with Stress, Self-Awareness, empathy; Group Worker 's Role in Life Skills Education.

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22. Trecker, H.B. (1972). *Social Group Work: Principles and Practice*. Associated Pub. House
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SEMESTER 2

SW 521 Working with Individuals and Families

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Describe the relevance and functions of Social Case Work and Family social work, differentiating it from related concepts.	PSO1	Understand	Level 1
2.	Formulate a plan for personal and professional development by evaluating the application of the principles and characteristics of the Social Case Work relationship.	PSO2	Create	Level 2
3.	Create a plan for intervention by applying the problem-solving process/procedure/phases in social casework and family social work.	PSO3	Create	Level 3
4.	Apply the skills, tools, and techniques of social casework and family social work.	PSO4	Apply	Level 3
5.	Analyze the application of social casework practice models/settings through case vignettes.	PSO5	Analyze	Level 3
MODULES				
I	Introduction to Social Case Work and Family Social Work ➤ Social Case Work: Definition, nature, objectives, components, relevance, scope. Differentiate from related concepts like Counselling and Therapy. Relation to other social work methods. History and Philosophy: Historical development of Social Case Work ➤ Family Social Work: Meaning, Definition, Assumptions, Principles, Functions. Emerging issues in families- parenting, divorce, adoption and foster care, inter-generational issues, families with special needs. Family life cycle (Evelyn Duvall) - Characteristics, goals, needs, tasks, and problems of each stage in the family life cycle.			
II	Philosophy and Principles of Social Case Work ➤ Philosophy of Social Case Work. ➤ Principles and characteristics of Social Case Work relationship. ➤ Ethics in Social Case Work. ➤ Supervision- types and its significance. ➤ Development of personal and professional self			
III	Overview of Phases of Helping Process ➤ Phase 1: Exploration, Engagement, Assessment and Planning: Rapport Building, Transference and Countertransference Multidimensionality of assessment- the critical role of assessment- various components of assessment, different systems of assessment (intra-personal, interpersonal and environmental systems, family system and social support systems). Assessment of Family dynamics: Family units,			

	Interactions, Interpersonal relationships, Communication, Role ➤ Phase 2: Implementation and Goal Attainment Planning: Goal setting and formulation of contract - Intervention: Implementation and Goal Attainment. ➤ Phase 3: Evaluation and Termination: Types of Evaluation and Relapse prevention. Preparations for termination, Types of termination, Skills for termination.
IV	Skills and Techniques for Social Case Work and Family Social Work ➤ Skills: Communication (verbal and non-verbal), Observation, Listening, Interviewing, Networking. Family-specific skills- Strategies to strengthen family functioning, modify family interactions and family alignment. ➤ Techniques: Empathy, Congruence, Reframing, Paraphrasing, Questioning, Clarification, Interpretation, Suggestion, Developing insight, Identification, Resource Utilization, Environmental Modification, Counselling, Motivational interview ➤ Tools for Exploration and Assessment: Quantitative (scales, questionnaire) and Qualitative - Genogram, Ecomap ➤ Recording: use, structure and content, methods of recording (verbatim, process, narrative and summary)
V	Practice Contexts and Models ➤ Social Case Work Practice Contexts: Primary Settings and Secondary Settings. Child Care Institutions, Schools, Hospitals, Disability Management Units, Prisons, Industry, Elderly care homes, and Palliative care Units. Projects- Examples: Kaval Projects, Vimukthi ➤ Social Case Work and Family Intervention Models: Psycho-social model, Functional Model, Problem-solving Model, General Systems Model, Crisis Intervention, Task-centered Model and Solution-focused Model, Family Systems Model.

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SW 522 Theory and Practice of Counselling

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Acquire a holistic understanding of counselling as a process and tool for intervention with individuals	PSO1	Analyze	Level 1
2.	Critically apprise and apply various theories, apply principles of counselling and apprise ethical considerations in counselling contexts	PSO2	Evaluate	Level 2
3.	Understand the stages and phases of Counselling and design interventions to specific cases	PSO3	Create	Level 3
4.	Acquire the skill of assessing clients for abnormalities, identifying and referring individuals with psychiatric disorders, as well as demonstrating counselling skills and techniques through case vignettes, applying them within the context of counselling.	PSO4	Apply	Level 3
5.	Visualise the multiple contexts for practice of counselling	PSO5	Analyze	Level 2
MODULES				
I	Introduction to Counselling ➤ Counselling: definition and settings – differentiating professional from traditional counselling - differentiating Guidance, Counselling and Psychotherapy ➤ Goals: Immediate and Long-term ➤ Contexts: Remedial, Preventive, Developmental, Crisis-intervention ➤ Types: Tele-counselling, Crisis Counselling, Vocational Counselling, Online (Techno-oriented) Counselling – specific ethical considerations (NASW Standards for Technology/Social Media in Social Work Practice)			
II	Theories of Counselling and Ethical Considerations ➤ Theories: Psychoanalytic/psychodynamic-, behavioural-, cognitive-, humanistic-, and existential-theories ➤ Professional Ethics in Counselling: ethical practices and standards for human-service professions, ethics in counselling (APA guidelines)			
III	Counselling Process, Principles, and relevance of Recording in Counselling ➤ Phases (stages): Relating-Understanding-Change (Richard Nelson Jones) ➤ Counselling process: Rapport-building, Problem Assessment, Goal-setting, Intervention, Evaluation, Termination, Follow-up ➤ Counselling Principles: Genuineness, Acceptance, Confidentiality and Empathy ➤ Case Recording: purpose - types of recording			

IV	Counselling Skills, Techniques, and Counsellor-Counselee relationship ➤ Skills - listening and responding, handling emotions and problem-solving ➤ Techniques –initiating contact (rapport), establishing structure, interaction, attending behaviour, observation of non-verbal behaviour, debriefing ➤ Personality factors of Counsellor - self-awareness and self-care ➤ Communication: body language, feedback - Factors influencing the relationship - transference and countertransference
V	Abnormality ➤ Concept: Normality vs. Abnormality – biological, psycho-social, socio-cultural bases in abnormal behaviour - cultural-bound syndrome – pseudo-psychology ➤ Assessment of Mental Illness: Mini-Mental Status Examination - systems of major classification of Mental Illnesses ICD -11 and DSM-V - Defence Mechanisms - basic overview of common mental disorders - Anxiety Disorder & Phobia, PTSD, Depression and Suicide, Bipolar Disorder, Borderline Personality Disorder, Schizophrenia.

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<http://www.donpugh.com/Psych%20Interests/counselling/BEHAVIOURAL/Systematic%20Desensitisation.pdf>
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<https://www.psychologytoday.com/files/attachments/231/malchiodi3.pdf>
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<https://www.qigonginstitute.org/docs/NCCAMmindbody.pdf>
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<http://wp.vcu.edu/hhughesdecatur/files/2012/08/Transactional-analysis.pdf>
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<http://redwheelweiser.com/downloads/nlpworkbook.pdf>
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<https://dulwichcentre.com.au/explorations-2012-1-daniel-stewart.pdf>
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SW 523 Administration of Human Service Organizations

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Define/describe, and differentiate the concepts of Differentiate Social Administration and Social Work Administration and other relevant concepts related to Administration, Organisation, and Management. (Module 1 and 2).		PSO 1	Understand	Level 1
2. Evaluate the applicability of principles of administration in a practice context. (Module 1)		PSO 2	Evaluate	Level 2
3. Evaluate gaps in administrative process and personnel, finance and office management functions of an HSO (Module 1 & 3).		PSO 3	Evaluate	Level 2
4. Prepare the MOA and bye-laws of a Society/Trust/Non-Profit company adhering to the laws pertaining to each of these. (Module 4)		PSO 4	Create	Level 3
5. Analyze different kinds of services available at the Governmental and NGO levels for initiating social service programmes (Module 5).		PSO 5	Analyze	Level 3
MODULES				
I	Social Work Administration ➤ Administration, Types of Administration, Social Administration and Social Work Administration, Social Work Administration as a method, Tasks of Social Work Administrator, Principles of Social Work Administration. ➤ Administrative Process: Planning-Organising-Staffing-Directing-Coordinating-Reporting and Budgeting.			
II	Organisation and Management ➤ Organisation, Types of Organisations, Characteristics of Formal and Informal Organisations, Benefits of Informal Organisations, Bureaucratic Organisations and Human Relations Organisations. Characteristics of HSO in comparison with industrial, educational and health care organisations. Organisational Behaviour – Nature and Scope. ➤ Management: Management, Functions of Management, Levels of Management, Managerial Roles, Historical Development of Management, Management of HSOs.			
III	Personnel, Finance and Office Management Functions in HSO ➤ Personnel Functions: Formulating service rules / policies governing recruitment, selection, induction, training and development, Performance Appraisal, promotion, transfer of staff and compensation package, privileges, personnel grievances handling and disciplinary procedures. ➤ Finance: Resource mobilisation, Budgeting, Accounting and Auditing – Foreign Contribution Regulation Act and its Implications-Tax obligations (80G).			

	➤ Office Management: Principles and Practices, Maintenance of files, records, Data banks-MIS. Basics of materials management like purchase procedure, and inventory control. MS-Office.
IV	Registration of organisations: ➤ Advantages of Registering, Acts for Registering Organisations-Society, Trust, Company's Act. ➤ Registration under Societies Registration Act - Drawing up of Memorandum of Association-Constitution and Bye-laws of HSO - Board, Functions, Types of Members, Qualifications, Committee, Types of Committees, Sub-committees, Principles of Effective Committee Work – Holding meetings of the statutory bodies, keeping minutes, filing returns, sending timely reports.
V	Social Welfare and Protection Programme: ➤ Welfare: Objectives, functions, Organisational structure and programmes: CSWB, SSWB and Directorate of Social Justice, programmes of Ministry of Social Justice and empowerment, Women and Child Development, Ministry of Youth Welfare. Housing and Livelihood. ➤ Social protection: Concepts of Social Safety nets for poor and Inclusive growth. Social protection & labour strategies: Resilience, Equity and Opportunity: Role of Civil society organisations in social protection.

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SW 524 Social Legislations and Human Rights

COURSE OUTCOMES The learner shall:	PSO Mapping	Bloom's Mapping	Weightage
1. Demonstrate a comprehensive understanding of the legal framework in India and apply the knowledge of social legislation for effective social work practice, ensuring an informed and ethical approach to legal aspects in the field of social work	PSO1	Understand	Level 1
2. Develop a comprehensive understanding of personal laws about marriage, divorce, succession, adoption, and guardianship for Hindus, Mohammedans, and Christians in India.	PSO2	Analyse	Level 1
3. Demonstrate a comprehensive understanding of social legislations related to social welfare and analyse the role of these legislations in promoting environmental sustainability, transparency, eldercare, consumer rights, and addressing cyber-related offences	PSO3	Analyse	Level 3
4. Evaluate the impact and effectiveness of these legal services tools in addressing social justice issues, ensuring legal representation, and demonstrating the skill in practising legal services and tools like legal aid, PIL, RTI etc	PSO4	Apply	Level 2
5. Develop a comprehensive understanding of Human Rights violations in India against various vulnerable groups, including women, children, the aged population, transgenders, Dalits, minorities, indigenous people, and refugees	PSO5	Create	Level 2

MODULES

I	Legislation and Indian Constitution ➤ Legislation: Meaning of Law, Concept of rule of law ➤ Indian Constitution: Salient features, Preamble, Fundamental Rights and Duties, Directive Principles of State policy ➤ Organs of administration: Legislative, Executive and Judiciary ➤ Procedure for framing legislation in the Assembly and Parliament ➤ Overview of Justice Systems: the hierarchy of courts ➤ Social Legislation: Meaning, Definition, Nature and scope ➤ Law: an agent of social change, social control and social justice
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	➤ Social Legislation for social work practice
II	Personal Laws ➤ Marriage, Divorce, Succession, Adoption and Guardianship of the Minor for Hindus, Mohammedan and Christians ➤ Special Marriage Act, ➤ Family Court Act 1984 ➤ Uniform Civil Code
III	Social Legislations for Social Welfare ➤ Social Legislation for Women: Dowry Prohibition Act 1961, Domestic Violence (Prohibition) Act 2005, Sexual Harassment at Work Place Act 2013 ➤ Social Legislation for Children: UNCRC, Juvenile Justice (Care and Protection) Act 2015, Protection of Children from Sexual Offences (POCSO) Act 2012, Right to Education Act 2009, Child Labour Prohibition Act 1986 ➤ Environment Protection Act 1986, Right to Information Act – 2005, Maintenance and Welfare of Parents and Senior Citizen Act 2007, Consumer Protection Act 2005, Information Technology Act 2008, Cyber Security and Cyber Crimes
IV	Human Rights and Legal Services ➤ Human Rights: Meaning, Origin and Development ➤ UNDHR: context, content and application ➤ Human Right Protection Mechanisms: Human Rights Commission at Center and St Human Rights (Protection) Act 1993 ➤ Minority Commission, SC and ST Commission, Provision of atrocities against SC & Act 1989, Women's Commission ➤ Legal Services and tools: Public Interest Litigation, Legal Aid, Lok Adalat and Legal Service Authorities
V	Human Rights Violations and Social Work Intervention ➤ Human Rights violations in India against women, children, the aged population, Transgenders, Dalits, Minorities, Indigenous People and Refugees. ➤ Role of Social Worker for the protection of Human Rights

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SW 525 Social Work Research Methods

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Gain full understanding of social work research, approaches and research process. They should be able to use social work research as a method of social work practice	PSO1 PSO 3	Analyze	Level 1
2.	List, understand and design quantitative or qualitative or mixed methods original research projects independently and ethically, using appropriate methods.	PSO 3 PSO 1	Apply	Level 3
3.	Construct tools of data collection and Collect data using appropriate methods and instruments.	PSO 4 PSO 1 PSO 3 PSO 5	Apply	Level 3
4.	Analyze qualitative and quantitative data using suitable data analysis methods and software and discuss the results	PSO 5	Analyze	Level 3
5.	Report/ disseminate research findings systematically and effectively in the academic community and to stakeholders in society. The learners shall inculcate an ethical orientation towards research.	PSO 2 PSO 1 PSO 4	Create	Level 3
MODULES				
I	Module 1: Introduction to Social Work Research ➤ Social Work Research: Research, Scientific Method; Social Research and Social Work Research; Definition, Objectives, Scope of Social Work Research. ➤ Research Paradigms: Positivism and post positivism, Constructivism, Participatory, Pragmatism; Feminist Research ➤ Research Approaches: Quantitative Research, Qualitative Research and Mixed Methods Research; Criteria for selecting Quantitative, qualitative and Mixed Research Approach ➤ Overview of Research Process: - Identification and Formulation of Research Problem. review of literature Conceptualization and operationalization. Variables, formulating research objectives and research questions or developing hypotheses. Selection of approaches and methods. Selection of sources of data/sampling, tool construction, selection of methods of data collection, collecting primary data, data analysis, discussion and reaching conclusions, reporting and disseminating the research. ➤ Components of a Research Proposal			

II	Research Designs ➤ Quantitative Research Designs: Explorative, Explanatory, Experimental and quasi-experimental designs; single subject designs; group research designs; survey research; longitudinal and cross-sectional research; evaluation research; Action Research. Community based Participatory Research. ➤ Qualitative Research Designs: Narrative research, Phenomenological studies, case study research, ethnographical research and grounded theory research ➤ Mixed Methods Strategies: Sequential Explanatory Strategy, Sequential Exploratory Strategy, Sequential Transformative Strategy, Concurrent Triangulation Strategy, Concurrent Embedded Strategy, Concurrent Transformative Strategy.
III	Sampling and Data Collection ➤ Sampling: Universe/Population, sample, sampling- Probability and Non-Probability sampling, participant recruitment, sampling error; Sources of Data: Primary and Secondary; ➤ Measurement and tool construction: Levels of measurements – nominal, ordinal, interval and ratio; Scaling – Likert, Thurstone; Problems and tests of Reliability and Validity, Validation Procedures; Triangulation; Convergence and Divergence ➤ Tools of Data Collection: Questionnaire, Interview Schedule, Rating Scales, Observation checklist. FGD guide; ➤ Methods & Techniques for Data Collection: FGD, Case Study, Unstructured interview, Data Collection Procedures, online data collection methods, field notes, Use of Audio Recorder and other logical considerations; saturation, constant comparison.
IV	Data Analysis and Discussion of Results ➤ Quantitative Data Analysis: Data Analysis, Data Interpretation. Statistics: Definition, functions and importance; Descriptive and Inferential Statistics; Measures of Central Tendency: Mean, Median, Mode; Measures of Variability: Range, Standard Deviation, Coefficient of Variation; Inferential Statistics-parametric and non-parametric tests - Correlation: Meaning and Computation; Pearson's Coefficient of Correlation, Spearman's Rank Correlation, Pearson's Chi-Square, 't' test, Analysis of Variance (ANOVA)-One Way Anova; Application of Computer Software for analysis of data (SPSS). ➤ Qualitative Data Analysis: Transcribing the data, coding, categorizing, writing memos and annotations, thematic analysis, content analysis, discourse analysis, narrative analysis, using NVivo/Dedoose (Data analysis software) for data analysis
V	Research Reports, Academic Writing and Ethical considerations in Research ➤ Research Reports: Major components of a research report, Report Writing: Format – Style – Content - Qualities of a good research report; ➤ Bibliography, footnotes, abstract, table and figure formats; heading styles; in-text citation, referencing; Appendices ➤ Research paper / article for Professional Journals: APA Publication Manual Styles. Purpose, Audience, Organization and Content; Academic Integrity: Plagiarism, ➤ Ethical Issues in Social Research: Voluntary Participation, Deception and Disclosure, Informed Consent, Coercion and Deformed Consent, Confidentiality and Privacy, Distress and Emotional Harm, Incentives, Payback and Maintaining

	Goodwill, Institutional Review Boards,
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SEMESTER 3

SW 531 Project Planning and Management

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Articulate the fundamental elements of project management, and the relationship between projects, programs, portfolios, and operations management, recognizing their interconnected roles within an organizational context.	PSO1	Understand	Level 1
2.	Apply principles of need-based project identification through active people's participation, incorporating Participatory Rural Appraisal (PRA) to gather comprehensive insights for project initiation	PSO3	Apply	Level 3
3.	Apply the Logical Framework Approach (LFA) with a clear project vision, mission, goals, objectives, and activities, utilizing SWOC Analysis to enhance strategic decision-making.	PSO3	Create	Level 2
4.	Generate comprehensive project reports, including progress reports and project evaluation reports, demonstrating effective communication of project status and outcome and adopt appropriate tools and techniques for project monitoring and evaluation	PSO3	Create	Level 2
5.	Create strategies for fundraising and financial management of a development project	PSO4 PSO5	Apply	Level 3
MODULES				
I	Fundamentals of Project Management ➤ Fundamental Elements of Project Management: Definition, Relevance, Scope and Types of Projects, Relationship of Project, ➤ Program, Portfolio, And Operations Management ➤ Project Life Cycle			
II	Project Initiation ➤ Project Identification- Need-based project through people's participation- essential guiding principles ➤ Participatory Rural Appraisal (PRA) pillars, principles, tools/ methods ➤ Values Guiding Project Management: Justice, Care, Solidarity, ➤ Project Charter, Components of project charter ➤ Project Proposal Format: Steps involved in project proposal writing			
III	Project Planning ➤ Project Selection and the Organization: Organisational planning, strategic planning, operational planning and project planning			

	➤ Vision, mission, goal, objectives, activities and SWOC Analysis ➤ Results-based management (RBM) ➤ Logical Framework Approach (LFA) – Components of LFA and LFA Matrices, ➤ Creating Work Breakdown Structure (WBS) and Budgeting
IV	Project Execution, Monitoring, Controlling and Closure ➤ Time-plan and inter-linkages of activities, estimation of resource estimation, ➤ Critical Path Method (CPM), ➤ Project Evaluation and Review Technique (PERT) ➤ Project Monitoring and Evaluation: Purpose of Monitoring and Evaluation – Components of a good Monitoring and Evaluation System ➤ Tools for Monitoring and Evaluation, ➤ Social Cost Benefit Analysis: Roles and functions of project manager ➤ Reports: Project report- Progress report, Project evaluation report.
V	Financial Management and Fundraising Management ➤ Basics of financial management and accounting: ➤ Project Management Information System (PMIS) ➤ Basic Principles in Fundraising ➤ Importance of Strategic Fundraising Management ➤ Major Gift Programs: Strategies for Major Gift programme; Preparing for a Major Gifts Initiative; ➤ The Solicitation Interview ➤ CSR and Fundraising ➤ Cause-related marketing and Social Marketing ➤ Evaluation of Fundraising Plans and Process and Presentation of Fundraising Plan

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SW 532 Community Health and Health Care Management

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Develop a comprehensive understanding of health and healthcare, differentiating it from medical care, while also gaining the ability to assess the diverse dynamics within the constantly evolving global socio-political landscape influencing healthcare delivery.		PSO1 PSO2	Analyze	Level 1
2. Appreciate the process of health care planning – situational analysis, health need identification, planning, mobilization of resources, implementation, monitoring and evaluation – and visualise an intervention at the community-level		PSO3	Create	Level 3
3. Appreciate the levels of health care – promotive, preventive, curative, restorative/rehabilitative and palliative and propose possible social work interventions		PSO3	Create	Level 3
4. Understand the implication of various health-related legislations and health care policies and critique the same so as to recommend policy and legislative changes		PSO2	Evaluate	Level 2
5. Demonstrate a comprehensive understanding of hospital administration principles, and departmental functions, including medico-legal considerations, quality assurance, and accreditation, as well as the effective management of clinical, para-medical, supportive, auxiliary, and administrative departments within a healthcare setting.		PSO5	Analyze	Level 2
MODULES				
I	Health, Globalisation & Development ➤ Health: concept - determinants of health - spectrum of health holistic health – hygiene: concept - types personal, environmental, social and mental, culture - Pollution and Sanitation - Occupational health - models of health - system approach to health ➤ Globalisation and threats to health and health care - World Health Assembly - history of community health - Health for ALL by 2000 - Primary Health Care and politics -the debt crisis, recession and adjustment Structural Adjustment Policies (SAPs) - MDGs & SDG - sustainable development			
II	Community Health & Health Management ➤ Community health: concept and components - history of Community Health - Public Health - People's Planning (Peoples Health Assembly) ➤ Health Education and behaviour change communication - Health Management - Health statistics and Health Indicators: Morbidity, Mortality- concept of Health Planning & Planning Cycle, Management techniques and methods			

	➤ Interventions: Promotive, preventive, curative, restorative and palliative ➤ Alternatives systems of medicine (CAMS) and life style – AYUSH
III	Health Services in India: Planning and Organization ➤ Historical evolution of Health Care Services under the five-year plans in India ➤ Health reforms (committees) and reports towards promotion of health care services ➤ National Health Policy - overview of various national community health programmes ➤ Organisation of Health Services at the Central, State and local levels - Directorate of Health Services and Family Welfare department ➤ NHM – its objectives and activities - role of ASHA & USHAs workers - NHM - role of NGOs, CBOs ➤ Role of Social Work in community health programmes - rural and urban health, school health programmes – DMHP
IV	Health Legislations ➤ Occupational Health Regulations - Factories Act, 1948; Shops and Commercial Establishments Act, 1960; Workmen's Compensation Act, 1923; ESI Act, 1948; Maternity Benefit Act, 1961; RPWD Act, 2015; Mental Health Act 2017; NDPS Act, 1985; MTP 1972 & Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994; FSSAI Act 1954; Drugs & Cosmetic Act 1940. ➤ Overview of regulations related to Blood Policy, HIV/AIDS, and Organ Transplant
V	An Overview of Hospital Administration ➤ Hospital Administration: concept, definition, general principles – organogram – duties and responsibilities of Hospital administrator – medico-legal issues – quality assurance and accreditation (NABH) ➤ Functions of hospital departments - clinical, para-medical, supportive, auxiliary & administrative - out-patient and in-patients services, casualty and emergency, medical records, nursing, laboratory services, store, finance, pharmacy, general administration - ➤ Hospital Information Systems

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https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/2015wess_ch1_en.pdf
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- <https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwi-7-j2s4vYAhVDu7wKHbekDK0QFgggtMAE&url=http%3A%2F%2Fwww.undp.org%2Fcontent%2Fdam%2Fundp%2Flibrary%2FSDGs%2FEnglish%2FFrom%2520the%2520MDGs%2520to%2520SD4All.pdf%3Fdownload&usg=AOvVaw19jkcw7MDsl6Q3d3M5U9>
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[http://14.139.60.114:8080/jspui/bitstream/123456789/16341/1/020_Impact%20of%20the%20Medical%20Termination%20of%20Pregnancy%20Act,%201971-A%20Case%20Study%20\(593-625\).pdf](http://14.139.60.114:8080/jspui/bitstream/123456789/16341/1/020_Impact%20of%20the%20Medical%20Termination%20of%20Pregnancy%20Act,%201971-A%20Case%20Study%20(593-625).pdf)
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http://shodhganga.inflibnet.ac.in/bitstream/10603/43767/10/10_chapter%201.pdf

SW 533A Medical Social Work

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Analyse the practice of medical social work to identify roles and responsibilities of social workers		PSO 1	Analyze	Level 2
2. Evaluate the ethical issues related to hospital service and patient rights in medical social work settings.		PSO2	Evaluate	Level 1
3. Analyse a disease, classify it and relate to nutrition and the relevant organ systems and their functions		PSO1	Understand	Level 2
4. Demonstrate methods, skills, tools and techniques of social work in medical settings and demonstrate it through case vignettes		PSO4	Apply	Level 3
5. Analyse the role of social worker in multiple health settings.		PSO 5	Analyze	Level 3
MODULES				
I	Medical Social Work ➤ Meaning, definition, importance of medical social work –historical development of medical social work in the Western countries and in India - functions and roles of medical social worker - problems and prospects of medical social work in India. ➤ Patient as a person: concept - social, lifestyle and emotional factors involved in disease - implication for the patient and family. ➤ Medical ethics – issues and challenges: patient rights, confidentiality, informed consent.			
II	Human Physiology & Nutrition ➤ Organ systems and their functions: Nervous, Skeletal, Digestive, Urinary, Respiratory, Lymphatic, Reproductive, Endocrine, Cardio-vascular, Muscular and Integumentary. Diagnostics and related parameters as indicative of health (BP, Pulse, Counts - Hemoglobin, LDL/HDL, Creatinine, Urea, etc. ➤ Nutrition : essential nutrients - balanced diet - malnutrition and deficiencies - social aspects of nutrition - nutritional requirements of pregnant and lactating mothers, children, adolescents, senior citizens			
III	Communicable and Non-communicable Diseases ➤ Health and Disease - history of Disease (Epidemiological triad, web of causation) - changing trends in communicable and non-communicable diseases - incidence, prevalence, pathogenesis, symptoms, early detection and management of: ➤ a.Communicable diseases: Respiratory infections (T.B., Covid), Intestinal infections (Polio, Cholera, Typhoid, Diarrhoea), Arthropod-borne infections (Malaria, Dengue), Zoonoses, Surface Infections (AIDS, STD, Leprosy). ➤ b. Non-communicable/Lifestyle Diseases: Cancer, Coronary Artery Diseases, Obesity, Diabetes, Trauma and Injuries.			

IV	Practice of Social work in medical/ hospital setting ➤ Assessment of the factors involved in Disease- Medical sociology and its relevance in social work practice- systems approach to assessment; <i>Medical Social Work Care Plan</i> – planning from intake until discharge. ➤ Competencies: Application of Direct Methods, Motivation Interview, Crisis Intervention - grief and bereavement Counselling - resource mobilization and networking - Case Recording ➤ Multidisciplinary approach in the medical setting: Concept - Role of different professionals in teamwork - factors essential for teamwork - modalities of teamwork
V	Application of Social Work Methods and Principles in Medical Setting ➤ Role of medical social worker in different settings: ➤ i. Primary, Secondary and Tertiary; ➤ ii. Clinical Departments of the hospital (Emergency, Organ Transplant, Cardiology, Neurology, Burns etc.) ➤ iii. Specialty clinics - Infertility, Diabetics, Leprosy, TB, S.T.I., Blood Bank, Cancer, HIV Clinics (ICTCs & ARTCs), neurological and degenerative disorders. ➤ Habilitation and Rehabilitation – concept: habilitation vs. rehabilitation - therapies and interventions - Physical Medicine and Rehabilitation – physiotherapeutic approaches to rehabilitation & community-based rehabilitation - Palliative Care and Hospice.

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<http://jpkc.hactcm.edu.cn/2012yxslx/file/Textbook%20of%20Medical%20Physiology.pdf>
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<https://providentliving.lds.org/bc/providentliving/content/english/self-reliance/health/pdf/nutrition-and-diet.pdf>
17. Vitamin and Mineral Requirements in Human Nutrition (2nd Edn.) :
<http://apps.who.int/iris/bitstream/10665/42716/1/9241546123.pdf>
18. Diet, Nutrition and the Prevention of Chronic Diseases :
http://apps.who.int/iris/bitstream/10665/42665/1/WHO_TRS_916.pdf
19. An Introduction to Population-Level Prevention of Non-Communicable Diseases (Mike Rayner & Shanthi Mendis Eds.):
<https://books.google.co.in/books?id=31ojDgAAQBAJ&printsec=frontcover&dq=Communicable+and+Non+communicable+diseases+pdf&hl=en&sa=X&ved=0ahUKEwiXxZu3zIbYAhXBQ48KHRgMC0AQ6AEIJjAA#v=onepage&q=Communicable%20and%20Non%20communicable%20diseases%20pdf&f=false>
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21. Medical Sociology
: <http://125.22.40.134:8082/jspui/bitstream/123456789/267/1/MEDICAL%20SOCIOLOGY.pdf>
22. HandBook of Sociology of Health, Illness and Healing: <http://file.zums.ac.ir/ebook/219-Handbook%20of%20the%20Sociology%20of%20Health,%20Illness,%20and%20Healing%20-%20A%20Blueprint%20for%20the%2021st%20Century-.pdf>
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24. Role of Social Work in Health Care System
http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf
25. Social Work Best Practice Healthcare Case Management Standards :
<http://www.sswlhlc.org/docs/swbest-practices.pdf>
26. Emergence of Medical Social Work in India and Abroad :

http://shodhganga.inflibnet.ac.in/bitstream/10603/140497/9/09_chapter%202.pdf

27. Scope of Social Work Practice: Hospital Social Work

<https://www.aasw.asn.au/document/item/8644>

28. NASW Standards for Social Work Practice in Health Care Settings:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0>

29. Social Work in Hospital-Based Health Care :

http://www.wrh.on.ca/Site_Published/wrh_internet/DocumentRender.aspx?Body.IdType=5&Body.Id=22232&Body.GenericField

The Role of the Social Worker in the Long-Term Care Facility :

<http://health.mo.gov/seniors/ombudsman/pdf/RoleLTCsocialworker.pdf>

SW 533B Rural and Urban Community Development

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Analyse the historical development of community development in India		PSO 1	Analyse	Level 1
2. Evaluate the CD and NES programmes in India and explain the emergence of Panchayati Raj System		PSO 1	Evaluate	Level 1
3. Apply the knowledge of Local Governance System both rural and urban in the context of community development practice		PSO 5	Apply	Level 2
4. Explain concepts, models, issues related to urban community development		PSO 1	Analyse	Level 2
5. Formulate, apply and integrate programmes based on the policies and programmes of government departments for urban and rural community development		PSO 3 PSO 4 PSO 5	Create	Level 3
MODULES				
I	Community Development, Villages and Rural Settlements, Changes in Rural and Rural Reconstruction Attempts before 1952 ➤ Community Development: concept, definition, philosophy, objectives Types of Villages - Patterns of Rural Settlement - characteristics of Rural People.Factors affecting village life - impact of Industrial Revolution on Indian Villages -condition of agriculture in India and the approach of British Government - ➤ Rural Reconstruction by non-official efforts before Independence including Gandhiji, Tagore -Rural Reconstruction Schemes after 1945 including Sevagram Centre, Firka Development Scheme, Sarvodaya Centres, Nilokheri Project, and Etawah Project,Marthandam Project, and Gurgaon Experiment			
II	Community Development Programme 1952, National Extension Services, and introduction of Panchayati Raj ➤ Community Development Programme 1952 and National Extension Services: objectives, activities, characteristics, organisational & administrative structure, and evaluation- Balwant Rai Mehta Committee Report - ➤ The era of Panchayati Raj - First and Second Generation Panchayats- causes of decline of Panchayati Raj. Third generation of Panchayati Raj. Three tier administrative structure in rural areas			
III	Local Self Governance and Constitutional Provisions ➤ 73rd Constitution Amendment and constitutional status of Panchayats – ➤ Kerala Panchayati Raj Act 1994 characteristics and amendments - Gramsabha: relevance and importance. ➤ 74th Constitution Amendment Act 1992 - Kerala Municipality Act & Rules 1994 - Municipal Administration: Structure, role, functions and duties. Urban Development Authorities.			

IV	Urban Community, Urban Planning, and Urban Issues ➤ Concepts: urbanism, urbanisation. Characteristics of urban areas. ➤ Theories of urbanisation- Classical Theories, Modern Theories, Planning theories. ➤ Urban Planning: concept, strategies, approaches, principles ➤ Models of urban development in India. - Public private partnership (PPP) for urban development ➤ Urban Issues: housing, water and sanitation, pollution, solid waste management, Street Venders - issues, policies and programmes. Slums: definition, causes, characteristics and problems of slum dwellers.
V	Programmes for Rural and Urban Development ➤ Ongoing programmes of Ministry of Rural Development and Panchayati Raj, ➤ Ministry of Urban Affairs, National and state policies pertaining to urban development ➤ Programmes for urban development, Urban housing schemes in Kerala - Welfare programmes for urban poor. Scheme under GoI and GoK.

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SW 534A Psychiatric Social Work

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Develop an understanding of Psychiatric Social Work- its definition, components, objectives, and relevance, differentiate it from related concepts, as well as trace its history.	PSO1	Understand	Level 2
2.	Conduct a self-evaluation to explore one's own view of mental illness and mental health care by analyzing the values, principles, psycho-social and ethical issues in Psychiatric Social Work.	PSO2	Evaluate	Level 1
3.	Demonstrate each of the components of the problem-solving process through case vignettes.	PSO3	Analyze	Level 3
4.	Apply the skills, tools and techniques of psychiatric social work in the management of psychiatric disorders.	PSO4	Apply	Level 2
5.	Evaluate psychiatric social work practice in Mental hospitals/departments and Psychiatric Rehabilitation Centers.	PSO5	Evaluate	Level 1
MODULES				
I	Psychiatric Social Work and Mental Health ➤ Psychiatric Social Work: Meaning and importance ➤ Concepts: normality, abnormality, mental health and mental/psychiatric disorders ➤ Etiology of psychiatric disorders: biological, psychosocial, cultural ➤ Predisposing, precipitating, protective and perpetuating factors. ➤ Determinants of mental health ➤ Historical development of psychiatric social work – functions and roles of the psychiatric social worker; problems and prospects of psychiatric social work in India.			
II	Assessment and Diagnosis ➤ Assessment: Psychiatric Interviewing (Mental Status Examination/Case history recording). ➤ Symptomatology: Appearance and behavior, Thinking, Speech, Perception, Mood and Affect, Cognition, Judgment and Insight. ➤ Diagnosis: Current classification in psychiatry: ICD 11, DSM V			
III	Psychiatric Disorders ➤ Prevalence, clinical manifestation, course, outcome ➤ Other Conditions warranting clinical attention (Z Code). ➤ Chapter 6 of ICD-11: Neurodevelopmental disorders, Schizophrenia, Catatonia · Mood disorders, Anxiety or fear-related disorders, Obsessive-compulsive or related disorders, Disorders specifically associated with stress, Dissociative disorders, Feeding or eating disorders, Elimination disorders, Disorders of bodily distress or			

	bodily experience, Disorders due to substance use or addictive behaviours, Impulse control disorders, Disruptive behaviour or dissocial disorders, Personality disorders and related traits, Paraphilic disorders, Factitious disorders, Neurocognitive disorders, Mental or behavioural disorders associated with pregnancy, childbirth or the puerperium. ➤ Chapter 24 Factors influencing health status or contact with health services ➤ International Classification of Functioning (ICF)
IV	Process and Skills- Planning and Management ➤ Psycho-education, Psycho-social Management of Disorders. ➤ Caregiver burden, Expressed Emotions, Codependency, and Stigma. ➤ Team Work: Concept and Role of different professionals in teamwork, Modalities of teamwork – Factors essential for teamwork. ➤ Ethical issues in mental health treatment and management. Spirituality and mental health. ➤ Problems faced by Psychiatric Social Workers: Compassion fatigue, Burnout. Self-care and Supervision.
V	Contexts ➤ Mental Hospitals. Community Psychiatry. ➤ Prevention in Psychiatry (Primary, Secondary, and Tertiary. ➤ National Mental Health Programme. ➤ Psychiatric Rehabilitation: Meaning, Types and Skills, Role of day-care, Halfway Homes in the Aftercare of Psychiatric Patients; ➤ Community-based rehabilitation

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SW 534B Gerontological Social Work Practice

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Get a comprehensive understanding of the concept of ageing, demographic trends, gerontological theories, gerontological social work and its scope		PSO1	Analyze	Level 1
2. Analyze, issues of aging and importance of promoting healthy aging		PSO 2	Analyze	Level 2
3. Analyze the international and national policies impacting older persons, key frameworks and legislations related to implementation and accessibility of welfare programs for older adults.		PSO 3	Apply	Level 3
4. Demonstrate skills in social work practice with the elderly in micro settings		PSO 4	Apply	Level 3
5. Demonstrate skills in social work practice with the elderly in macro settings		PSO 5	Create	Level 3
MODULES				
I	Introduction to Geriatric Social Work: ➤ Basic Concepts: Ageing, Ageism, and Senior Citizens; Nature: Physical, Social and Emotional aspects of Ageing; Demographic trends of ageing population at global, national and state levels; ➤ Theories and frameworks in gerontology; Biological Theories of Ageing: Immunization Theory, mutation theory, Age Clock Theory; ➤ Social Theories of Ageing: Disengagement and Activity Theories, and Dependency Theory; Psychological Theories of Ageing: Theory of Loneliness and Isolation and theory of Alienation ➤ Gerontological social work, nature and scope - global and national			
II	Issues of Aging ➤ Nature of Degeneration: Diabetes; Cardiovascular Disease ➤ Disability-related issues: Ophthalmologic, Hearing Impairment, Dental problems, difficulties in Speech and Orthopaedic problems like Arthritis and Osteoporosis. Terminal Illnesses; ➤ Psycho-neurological issues like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease. ➤ Social impairments: Isolation and Loneliness; Reduced Social Networks; Cognitive Decline; Physical Health Issues; Communication Challenges; Dependence on Caregivers; Stigmatization and Ageism; Loss of Spouse or Partner; Financial Constraints; Technological Barriers ➤ Importance of promoting healthy methods of handling changes in physical and mental abilities in the natural process of Ageing.			

III	Policies and Programmes ➤ International policies and provisions: UN Principles for Older Persons (1991), Proclamation on Ageing and the Global Targets for Ageing (2001) and the Universal Declaration of Human Rights (UDHR, 1948), WHO active aging policy framework. ➤ Constitutional provisions and policies in India: National Policy on Older Persons (1999). The Maintenance and Welfare of Parents and Senior Citizens Act, 2007. ➤ Programmes for the Older Adults: Welfare Schemes; Shelter and Housing; Health and Disability; Health Insurance. Pension and Retirement; ➤ Issues in access to these programmes and denial of Rights. - National Pension scheme ➤ Institutional and non- institutional services for older people: Residential care services by government and non- government organisations; non-residential care for the older people, Community based care for the older people.
IV	Working with the Older People ➤ Overview of gerontological social work: Defining role and functions. Social work practice with elderly - care and rehabilitation - Formal and informal care. ➤ Gerontological Social Work Process: Psychosocial Assessment; Interventions – older adults and their families - Work on psychological aspects (work-related, self-esteem and mental health), social and cultural aspects (social roles and support, family relationships, leisure, handling technology), Assessing mental and physical capacity. ➤ Work on economic security (dependency, housing, retirement and reduction in income, unorganised sector)
V	Community interventions among elderly ➤ Advocacy and Empowerment oriented social work programmes. ➤ Community Engagement and Resources: Community outreach and education – Elder abuse and neglect, cognitive impairments and dementia care, substance abuse in older adults, ; Building age-friendly communities; accessing government and NGO resources; Collaboration with other professionals. ➤ Work on legal and advocacy issues (legal problems, wills) ➤ Interdisciplinary team practices in elderly care. Role and skills of social worker in dealing with elderly and their families ➤ Ethical considerations in working with elderly; cultural sensitivity in gerontological social work.

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SEMESTER 4

SW 541 Social Entrepreneurship and Corporate Social Responsibility

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1.	Understand the concepts of innovation, entrepreneurship, and social capital, and recognize their significance in driving social change and development through social entrepreneurship.	PSO1	Understand	Level 2
2.	Analyse and evaluate case studies of social entrepreneurship, develop a deep understanding of the strategies, challenges, and impacts of social entrepreneurship initiatives and apply critical thinking skills to identify key factors for success in addressing social issues and driving positive social change.	PSO4	Analyse	Level 3
3.	Comprehend and analyze various programs and policies for social entrepreneurship and innovation, acquire a comprehensive understanding of the objectives, mechanisms, and impacts of these programs and policies, and develop the ability to assess their effectiveness in promoting social entrepreneurship, innovation, and skill development for social and economic development.	PSO3 PSO4	Evaluate	Level 3
4.	Demonstrate a comprehensive understanding of CSR in the context of social entrepreneurship and social innovation, including theoretical foundations such as Stakeholder Theory to understand the dynamic interplay between businesses, stakeholders, and social entrepreneurship.	PSO4	Apply	Level 3
5.	Design, implement, and communicate CSR plans, demonstrating competency in conducting needs assessments and setting strategic goals for CSR initiatives and in-depth analyses of case studies focused on successful CSR initiatives.	PSO4 PSO5	Create	Level 3
MODULES				
I	Introduction to the concepts ➤ Concept of Innovation, entrepreneurship, social entrepreneurship and Social Capital, ➤ Type of entrepreneurship ➤ Characteristics and functions of a Social entrepreneur, principles of social entrepreneurship: Servant leadership, Perseverance to face challenges, urges to Experiment, Changemakers, social Mission, Empowerment and Collaboration (SPEC MEC) ➤ Social entrepreneurship for social change and development, ➤ Key areas of Social Entrepreneurship: Education, Health, Agriculture, Affordable Housing, Energy, Livelihood, promotion of water and sanitation, financial inclusion			
II	Case Studies of Social Entrepreneurship ➤ Incubators: Ashoka Foundation of Bill Drayton, Skoll Foundation of Jeff Skoll (USA), Villgro			

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	➤ Case Studies: Grameen Bank - Muhammad Yunus (Bangladesh), Akshaya Patra, Wello Waterwheels (India), Childline and Aflaton of Jeroo Billimoria(India), Timbaktu Collective by Mary Vattamattom Bablu Ganguly (Delhi, India), Gram Vikas by Joe Madiath (Orissa, India), SEWA by Ela Bhatt (Ahmedabad, India), Goonj (Delhi, India), Rural Electrification by Fabio Rosa(Brazil)
III	Programs and Policies for Social Entrepreneurship and Innovation ➤ Start-up India - Pradhan Mantri Mudra Yojana - Atal Innovation Mission ➤ MSME Act - Institutional Innovation Council - National Innovation Council ➤ Make In India Campaign 2014 - Social Innovation Immersion Programme (SIIP) - BIRAC Sparsh – ➤ National policy for skill development and Entrepreneurship 2015 ➤ Ministry for Skill Development and Entrepreneurship, ➤ ASPIRE Scheme
IV	CSR in Social Entrepreneurship and Social Innovation ➤ Definition and evolution of CSR ➤ The role of CSR in social entrepreneurship and social innovation ➤ Theoretical Foundations of CSR in Social Entrepreneurship-Stakeholder theory and its application to social entrepreneurship ➤ Triple bottom line: People, planet, and profit ➤ Shared value creation and social impact measurement ➤ CSR Strategies and Tools for Social Enterprises-Ethical sourcing and supply chain management, Employee engagement and social responsibility, social innovation and technology for social impact
V	Designing and Implementing CSR Plans and CSR Reporting and Communication ➤ Needs assessment and goal setting, Identifying key performance indicators (KPIs) and metrics, Monitoring, evaluation, and continuous improvement ➤ Collaboration and Partnerships in CSR- Engaging with government and policymakers, Building strategic alliances with NGOs and nonprofits, and Cross-sector partnerships for social change ➤ CSR Reporting and Communication frameworks and standards (e.g., Global Reporting Initiative, Integrated Reporting), Effective communication of CSR initiatives, Managing stakeholder expectations and transparency ➤ Case Studies in CSR for Social Entrepreneurship- Analysis of successful CSR initiatives in social entrepreneurship, Lessons learned and best practices, Challenges and ethical considerations of CSR

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Programs and Policies for Social Entrepreneurship and Innovation

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SW 542 Integrated Social Work Practice

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Acquire a holistic and critical understanding of the various models for integrated social work practice		PSO1	Analyze	Level 2
2. Understand the diverse contexts of vulnerable populations, disability, disaster scenarios including natural and man-made, and climate emergency		PSO5	Analyze	Level 2
3. Analyse and apply the various models of integrated practice in diverse practice contexts and populations		PSO3	Apply	Level 3
4. Formulate integrated approaches to engage, assess, and intervene using the methods and strategies of social work in diverse practice contexts and populations		PSO4	Create	Level 3
MODULES				
I	Framework for Integrated Social Work Practice ➤ Understanding Social work practice models: Integrated Social Work Practice: concept - role of models in practice – understanding problems and designing interventions ➤ Practice Models: Psychodynamic – Systems Theory (3 Waves) – general, ecological and complex systems – Behaviourism and Social Learning Theory ➤ Approaches: Strength-based Practice – Evidence-based Practice - Anti-oppressive social work – Postmodern Approaches ➤ Paradigms for Integrated Practice: Entitlement (Right-based), Sustainability, Optimisation, Inclusiveness, Self-determinism (Neo-liberal discourses), Critical Consciousness, People's participation (ownership/participatory paradigm), Ethicality (Ethical orientation)			
II	Working with populations with vulnerabilities - Children, Women, Youth & Elderly ➤ Vulnerability: conceptualisation and factors contributing to vulnerability ➤ Demographics and vulnerability ➤ Discussing problems related to intersectionalities - vulnerable children, sexual minorities, women, youth & elderly: human trafficking, violence and abuse (including IPV) ➤ Legislations and policies ➤ Models for social work intervention with vulnerable populations			
III	Working with Persons with Disabilities ➤ Concepts: Impairment, Handicap, differently abled, ableism and Disability-disability: types, severity, models of disability.			

	➤ Life cycle and stage of the individual with disability - issues faced by persons with disability (PWD) - stigma and discrimination ➤ Interventions: prevention, disability assessment, residual capacity, aptitude testing, counselling and rehabilitation of persons with disability at individual and group levels in different; skills of facilitation, partnering with stakeholders ➤ Rehabilitation and Community Based Rehabilitation (CBR)- habilitation vs. rehabilitation, principles and models – CBR Matrix
IV	Working in context of conflict ● Concept: Intercultural Social Work and International Social Work ● Understanding contexts: disaster, war and conflicts and forced migration - Development-induced displacement ● Political Ecology - a framework for understanding resources and control of resources ● Interventions: mediation and conflict resolution – peace and integration - social media activism ● Disaster: - hazards, disaster, vulnerability, risk - types of disaster - disaster management cycle: response, rehabilitation, prevention, mitigation and preparedness
V	Working in context of Climate Change ➤ Concepts related to Earth climate system and Climate change – weather and climate, runaway greenhouse effect, , global wind systems, importance of monsoons, El-nino - hazardous emissions and air quality response, “blue blob”, irreversibility, tipping point ➤ Impact of climate change on ecology: fresh water resources-surface and groundwater, drought and soil moisture, wetlands, glaciers melting, terrestrial ecosystem-geographic shifts in terrestrial habitats, vegetation-climate interaction, loss of biodiversity, agriculture and food security, marine environment- sea level rise, ocean current and circulation, ocean acidification, marine ecosystem and coastal livelihood ➤ Socio-economic impact - climate impacts on economic, political and human security; Infrastructure, coastal communities; Mental and Physical Health; intersectionalities of indigenous people, gender and socioeconomically vulnerable - political ramifications of environmental change - environmental justice climate action ➤ Adaptation, Mitigation, Response, and Resilience to Climate Change: Consumption Patterns; Strategies for Equitable Mitigation and Adaptation; mitigation- Carbon sequestration, Zero carbon future, temperature stabilization, carbon dioxide removal (CDR); Mitigation technologies - reduction of global warming by geoengineering, carbon free renewable energy technology- alternative energy - role of Civil Society and Social Movements (#FridaysforFuture) – adaptation: structural, social, physical & institutional -- frameworks for tackling Climate Change: IPCC, various protocols: Kyoto, and agreements – COP28

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SW 543A Therapeutic Interventions for Social Work Practice

COURSE OUTCOMES		PSO Mapping	Bloom's Mapping	Weightage
The learner shall:				
1.	Appreciate the integration of therapeutic competencies within social work practice.	PSO1	Analyze	Level 1
2.	Apply selected therapies in their personal life by appreciating the values, assumptions, and principles associated with each of these therapies.	PSO2	Evaluate	Level 2
3.	Demonstrate the phases in which selected therapies progress through the analysis of case studies.	PSO3	Analyze	Level 3
4.	Demonstrate the techniques applied in selected therapies through the analysis of case studies.	PSO 4	Analyze	Level 3
5.	Evaluate the pros and cons of selected therapy and identify the type of clientele who may benefit from these therapies.	PSO5	Evaluate	Level 1
MODULES				
I	Overview of various therapies: ➤ Therapy: Concept and principles, ethical issues. Three major schools of therapy: Psychodynamic, Behavioural, and Humanistic-existential school. ➤ Brief introduction to modern therapies: Cognitive Behavioural Therapy (CBT), Rational Emotive Behaviour Therapy (REBT), Interpersonal Therapy (IPT), Dialectical Behaviour Therapy (DBT), Narrative Therapy, Solution Focused Therapy (SFT), Motivation Enhancement Therapy (MET), Expressive Arts Therapy, Music Therapy, Play therapy, Psychodrama, Neuro-Linguistic Programming (NLP), Biofeedback.			
II	Behavioural Therapy and CBT: ➤ Behavioural Therapy: Types of Learning Process. Behavioural Techniques: Systematic Desensitization – in vivo Desensitization – Implosive Therapy – Aversive Techniques. Other applications of behavioural theories: Assertiveness Training– Token Economies– Contingency Contracting. ➤ Cognitive Behavioural Therapy (CBT): Meaning and core principles. Cognitive model: thoughts, emotions, behaviours. Automatic thoughts and cognitive distortions. ABC model (Activating Event, Beliefs, Consequences). Cognitive restructuring techniques. Behavioural activation and goal setting.			
III	Transactional Analysis (TA) and Art Therapy ➤ Transactional Analysis: Meaning and application. Key concepts and techniques: Ego States, transactions, strokes, life positions, scripts, rackets, autonomy, games. Stages: social control, symptomatic cure, transference cure and script cure. ➤ Art Therapy: Meaning and application. Components: (1) Space: Time and Place, (2) Media and materials, (3) Methods: Structured, Unstructured and a combination, (4) Techniques: Transference, Counter-transference and Interpretation, (5) Phases: Goal Setting, Art making and Post-art making.			

IV	Couples and Family Therapy ➤ Family Systems Therapy: Bowen's theory; Concepts: differentiation of self, emotional fusion, triangles, nuclear family emotional system, family projection process, emotional cutoff, multi-generational transmission process, sibling position, societal emotional process. Phases: Engagement, Assessment (Genogram), Intervention, (Awareness, differentiating between emotional and intellectual responses, 'I' question/statements, De-triangling, dialogue, coaching), and Termination. ➤ Emotionally Focussed Therapy (EFT): Attachment (Bowlby), Systemic (Minuchin) and Experiential (Rogers) theories. Phases: De-escalation, Restructuring the bond, Consolidation.
V	Mind-Body Medicine ➤ The Mind-Body Connection: Biomedical vs. bio-psychosocial approach, placebo effect, psychosomatic medicine, neuroplasticity. Various mind-body techniques and evidence-based for their effectiveness. ➤ Mindfulness: Origins and Principles. Mindful breathing. Mindful awareness-movement (body scan, walking, eating), thought and emotions. Mindful relationships. Techniques: Grounding ➤ Yoga: Basic philosophy (mind, body and spirit), Yoga as a lifestyle: 8 Limbs of Yoga (Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi). Surya Namaskaram.

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18. Systematic Desensitization (Till page 5) <http://www.donpugh.com/Psych%20Interests/counselling/BEHAVIOURAL/Systematic%20Desensitisation.pdf>
19. Expressive Therapies History, Theory, and Practice: <https://www.psychologytoday.com/files/attachments/231/malchiodi3.pdf>
20. Introduction to Psychodrama: <https://www.iasa-dmm.org/images/uploads/Chip%20Chimera%20and%20Clark%20Baim%20Workshop%20on%20Psychodrama.pdf>
21. A Concise Introduction to Psychodrama, Sociodrama and Sociometry: <http://asgpp.org/pdf/psychodrama.conciseintro.pdf>
22. Mind Body and Medicine an Overview: <https://www.qigonginstitute.org/docs/NCCAMmindbody.pdf>
23. Brief Therapy: <https://www.ncbi.nlm.nih.gov/books/NBK64943/>
24. Treatment Approaches for Drug Addiction : https://www.drugabuse.gov/sites/default/files/if_treatment_approaches_2009_to_nida_92209.pdf
25. Motivation enhancement therapy manual: <http://www.motivationalinterviewing.org/sites/default/files/MATCH.pdf>
26. Transactional Analysis: <http://wp.vcu.edu/hhughesdecatur/files/2012/08/Transactional-analysis.pdf>
27. Neurolinguistic Programming (NLP): <http://redwheelweiser.com/downloads/nlpworkbook.pdf>
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29. A Social Worker's Guide to Narrative Therapy: <https://dulwichcentre.com.au/explorations-2012-1-daniel-stewart.pdf>
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SW 543B Development Economics

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Appraise the concepts of economic growth and development, appreciate the scope of community development in the context of national development		PSO 1	Understand	Level 1
2. Appraise the concept of poverty as the hindrance for development and the importance of human resource in development		PSO 3	Analyse	Level 2
3. Analyze and assess the sectors of Indian economy, role and nature specifically focusing on Agriculture, Industries, and the Service Sector. Critically analyze their interplay, and propose informed recommendations for fostering sustainable economic development in India		PSO 5	Apply	Level 2
4. Evaluate the importance of planned development in the progress of the county		PSO 1	Evaluate	Level 3
5. Exhibit a comprehensive understanding of contemporary development theories, enabling them to critically analyze, apply principles and to skilfully evaluate their implications in diverse development contexts, fostering socially just, inclusive, and sustainable approaches to address complex national and global challenges.		PSO 5	Analyse	Level 2
MODULES				
I	Economic Growth and Economic Development ➤ Economic Growth: concept, criteria of economic growth – balanced growth: meaning, essential indicators, advantages, criticism- unbalanced growth: meaning, advantages and criticism ➤ Economic Development: concept, approaches to Economic Development – Natural Resources, Economic Factors, and Non-Economic Factors in Economic Development ➤ Human Development, Human Development Index & Report.			
II	Poverty, Population and Economic Development ➤ Poverty: concept and indicators - poverty line: concept - causes of poverty: economic, social, political, cultural and religious; factors perpetuating poverty; victims of poverty: women, children and other weaker sections ➤ Population and Economic Development - Population Explosion- population in India: size and growth rate - Causes of population growth - problem of overpopulation - National Population Policy of India			

III	Sectors of the Economy and Economic Development ➤ Agriculture and Economic Development: Agriculture in India - role and nature - causes of low productivity; measures to increase productivity - cropping pattern of India; factors determining cropping pattern - land reforms in India – Land reform measures including abolition of Intermediaries; tenancy legislation; ceiling on Land Holdings; Co-operative Farming. ➤ Industries and Economic Development: Small Scale and Cottage Industries: concept, definition, features - difference between Small Scale and Cottage Industries - importance and problems of Small Scale and Cottage Industries ➤ Service Sector and Economic Development: Meaning and Contribution to the Economy
IV	Economic Planning and Development ➤ Economic Planning: meaning, definition, features - relevance of economic planning in underdeveloped countries – economic planning: concept, history of economic planning in India; objectives of economic planning in India ➤ Five Year Plans (FYPs): priorities of five-year plans in India; achievements and failures ➤ NITI Ayog (National Institution for Transforming India)
V	Contemporary Theories for Development Practice ➤ Theories – critical social work theory - Subaltern perspective - Technology integration in social development practice (AI) - Ethical considerations of technology; Feminist Theories of Development; Capabilities Approach (Human Development Approach); Sustainable Development Goals (SDGs)

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SW 544A Social Work Practice and Health

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
1. Describe mental health practice settings, their core issues, and national interventions in these areas.		PSO1	Analyze	Level 1
2. Discuss the ethical issues in mental health practice settings.		PSO2	Evaluate	Level 2
3. Apply the problem-solving process in these mental health practice settings.		PSO3	Apply	Level 3
4. Design modules for interventions in mental health settings and demonstrate one of them.		PSO4	Create	Level 3
5. Discuss the role of social workers and models applicable to mental health practice settings.		PSO5	Analyze	Level 2
MODULES				
I	Positive Mental Health ➤ Positive mental health and its relevance. ➤ The philosophical and conceptual perspectives of Positive Psychology. ➤ Measuring psychological well-being and happiness. ➤ PERMA Model (Positive Emotion, Engagement, Positive Relationships, Meaning, Accomplishment/Achievement) ➤ Other concepts: Flow, Gratitude, Gratification, Stress, Resilience, Mindfulness, Love and Work, Rest and Play. ➤ Recovery perspectives. Mental Health Promotion			
II	Deaddiction ➤ Incidence and prevalence of substance use disorders; ➤ Effects of Addiction on addicted person, family, and society. Ethical issues. ➤ Addiction Management and De-addiction centres: Prevention, Assessment (Addiction Dependence Scale). Treatment (medical, psychological, social), Relapse prevention and Documentation ➤ Role of Social Worker with addicts and their families- psycho-social assessment, motivation assessment and motivation enhancement therapy, psycho-social education and training, counselling, group therapy, rehabilitation. ➤ Self-help groups for persons living with addiction (Alcoholics Anonymous, Narcotics anonymous, Al-Anons etc.) The 12 Steps. ➤ Government programmes related to addiction (Department of Social Defense, Nasha Mukta Abhiyan etc.)			

III	School Mental Health ➤ Overview of issues of School Children: Development disorders. Child abuse (physical, emotional, sexual), substance abuse, child trafficking, truancy, suicide. ➤ Ethical issues: Confidentiality and abuse. Decision-making. Best interest of child. ➤ Social Work Practice in School Settings: Application of Social Work methods; System Approach to School Social Work- working with management, teachers, parents, and children. ➤ Working with special children, Special Education (SE) and inclusive education (IE). ➤ Remedial Education and Career Guidance ➤ Supportive counselling and Child Guidance Clinic ➤ Adolescent Reproductive and Sexual Health (ARSH) ➤ Life Skills Training (WHO).
IV	Family Life Education ➤ Concept, philosophy, goals, and significance. ➤ Ethical issues: competency, individual vs. family values, power. ➤ Marital life. Pre-marital and post-marital education. Health and Wellness, Managing a family (Communications, relationships, roles and tasks). ➤ Parenting. Caring for children. Communicating with a child. Parent Education-components.
V	Geriatric Social Work ➤ Geriatric Social Work: Concept, need and significance ➤ Psycho-social dimensions of geriatric care and ethical considerations. ➤ National Policy on Older Persons in India ➤ Healthy ageing – active ageing and productive ageing. ➤ Agencies of Geriatric Care (Day Care, Old Age Homes, Geriatric Clinics, Palliative Care and Hospice) ➤ Assessment Scales/Tools – Fall Index, Vulnerability Index, Pain Scale, Dementia rating scale, geriatric depression scale, Palliative Care Assessment. ➤ Role of social worker in Geriatric Care- Application of Social Work methods and interventions.

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Module 2: Deaddiction

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Module 3: School Mental Health

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Module 4: Family Life Education

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Module 5: Geriatric Social Work

23. 23. Alisoun Milne et al. (2014) Social Work with Older People: a Vision for the Future. London: The College of Social Work (TCSW).
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SW 544B Social Policy and Planning for Community Practice

COURSE OUTCOMES The learner shall:		PSO Mapping	Bloom's Mapping	Weightage
Analyse the definitions, interconnections and ethical considerations of social policy and social planning		PSO 1 PSO 2	Analyze	Level 1
Examine the process of social policy formulation, the roles and contributions of different stakeholders		PSO 3	Analyze	Level2
Develop skills in social planning and analyse the impact of social planning on community well-being.		PSO 4	Analyze	Level 2
Analyse sustainable development goals, national and international agencies and their relevance to community practice		PSO 4	Analyze	Level2
Develop professional skills for effective advocacy, policy formulation, and planning within the context of community practice		PSO 2 PSO 3 PSO 4	Analyze	Level 3
MODULES				
I	Foundations of Social Policy and Planning ➤ Definition and Interconnections: Overview of social policy and social planning, Dynamic relationship between policy and planning ➤ Historical Foundations: Evolution of social policies, and planning initiatives; Impact of historical policies on contemporary planning ➤ Ethical Considerations: Ethical principles guiding social policies and planning;			
II	Social Policy Formulation Process – stakeholders and framework ➤ Overview of Social Policy Formulation Process in India: Identification of underlying problems; determine alternatives for policy choices; forecasting and evaluating alternatives; making a choice policy implementation; policy monitoring; policy outcome; policy evaluation; and problem restricting. ➤ Key stakeholders – Types, roles and contributions ➤ Government's role: Initiating, drafting, and implementing policies. ➤ NGO advocacy: Influencing policy decisions through research, lobbying, and awareness campaigns. Civil society engagement: Providing feedback, participating in consultations, and holding policy makers accountable. ➤ Private sector contributions: Collaborating with policymakers, offering expertise, and implementing corporate social responsibility (CSR) initiatives. ➤ Community participation: Expressing needs, concerns, and aspirations to policymakers. ➤ Policy Analysis Frameworks: Models and tools for analysing and formulating social policies.; Incorporating evidence-based practice in policy analysis and formulation.			

III	Integrated Social Planning: Theory and Practice ➤ Social Planning: Key components of social planning - needs assessment and goal setting; Stakeholder involvement and community engagement in the planning process. ➤ Translating Policy into Action: The role of social planning in translating broader social policies into actionable strategies; Case studies on successful social planning initiatives and their impact on community development. ➤ Impact on Community Well-Being: Outcomes of effective social planning on community well-being; Evaluating the challenges and opportunities in implementing social planning initiatives. ➤ Digital Tools for Social Planning: Exploring digital platforms for enhancing social planning, integrating technology for efficient data collection and analysis. Case studies on successful digital innovations in social planning.
IV	Sustainable Development Goals, Development Agencies and community practice ➤ Definition and principles of sustainable development. ➤ Historical context and evolution of sustainable development concepts. ➤ SDGS - Interconnectedness and intersections of SDGs; Relevance of SDGs to Community Development; Alignment of social policies and planning with SDGs ➤ Role of international and national development agencies in community practice
V	Advocacy Skills in Policy Formulation, Social Planning and Social Development ➤ Advocacy in Policy Formulation: Definition and significance of advocacy in the policy-making process.; The role of advocacy in promoting social change and influencing policies. Advocacy vs. lobbying: Understanding the distinctions.; Advocacy in Social Planning ➤ Essential Advocacy Skills: Effective communication: Developing clear and compelling messages.; Research and analysis: Gathering evidence to support advocacy efforts. Building coalitions: Collaborating with like-minded organisations and stakeholders. Public speaking and media engagement: Effectively conveying advocacy messages to diverse audiences.; Negotiation and persuasion: Techniques for influencing policymakers. ➤ Advocacy Strategies and Techniques: Grassroots advocacy: Mobilising community support for policy change.; Legislative advocacy: Engaging with lawmakers to shape legislation.; Media advocacy: Utilising media channels to raise awareness and garner public support.; Online advocacy: Leveraging digital platforms for advocacy campaigns.; Policy briefs and position papers: Crafting persuasive documents to present to policymakers.

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8. 8. FIELD WORK PRACTICUM

Field Work Practicum forms an integral and pivotal part of the social work training. While classroom education provides the theoretical basis, field work provides an opportunity to apply what has been learned in class to real life issues and problems. Fieldwork therefore, acts as a social laboratory where the learners experiment judiciously and ethically under supervision of faculty and agency supervisors.

8.1. Components of Field Work Practicum

As part of the Field Work Practicum, the MSW program offers 2 components: **Concurrent Field Practicum, and Block field practicum.** Concurrent Field Practicum is organised in all four semesters and happens throughout the programme, whereas Block field practicum is scheduled during the summer holidays in April and May.

Semester	Code	Course Name	Hours	Marks
1	SW 516	Concurrent Field Practicum -I	270	100 (CA)
2	SW 526	Concurrent Field Practicum-II	270	100 (CA)
2	SW 527	Block Field Practicum-I	225	100 (CA)
3	SW 535	Concurrent Field Practicum-III	270	100 (CA)
4	SW 545	Concurrent Field Practicum-IV	270	100 (CA)
4	SW 546	Block Field Practicum-II	225	100 (CA)
Total			1520	600

8.2. Field Work Practicum: Course Outcomes

Course Outcomes	PSO Mapping	Bloom's Level	Weightage
1. Differentiate between social service (voluntarism) and professional social work practice.	PSO1	Analyse	Level 1
2. Understand the working of social work agencies in the society and role of social workers in various contexts	PSO 1 PSO 5	Understand	Level 2
3. Apply and integrate inter-disciplinary knowledge in analysing society and social problems.	PSO 1 PSO 3 PSO 5	Analyse	Level 2

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4. Integrate social work theory with practice.	PSO 1	Evaluate	Level 3
5. Initiate professional socialisation process by observing and interacting with social work professionals.	PSO2	Apply	Level 1
6. Apply social work values and principles to the practice situation.	PSO 2	Apply	Level 2
7. Analyse situations where ethical dilemmas arise and apply the code of ethics to resolve problems.	PSO 2	Evaluate	Level 1
8. Demonstrate values, principles, attitudes and attributes that reflect commitment and professionalism in dealing with human problems.	PSO 2	Apply	Level 2
9. Plan for development of personal and professional self, so as to contribute to professional growth and development	PSO 2	Create	Level 1
10. Make effective use of supervision and learn from experiences shared during group conferences by fellow trainees	PSO 2	Apply	Level 1
11. Connect and work with others to achieve a special task	PSO 2	Apply	Level 1
12. Practice Community organisation by abiding its principles and scientific procedures - Implement at least a community intervention programme/project based on community study.	PSO 3 PSO 4	Apply	Level 2
13. Practise Social Group Work by abiding its principles and scientific procedures. (working with Groups of learners' choice (Children, youth, women, elderly etc.) Minimum one group with minimum 12-15 sessions etc.	PSO 3	Apply	Level 2
14. Practise Social Case Work by abiding its principles and scientific procedures (Identify minimum 5 cases and complete minimum 3 cases and report the same)	PSO 3	Apply	Level 2
15. Acquire skills in organising and leading a community camp of ten-day duration (inclusive of pre-camp preparation and post event/ evaluation).	PSO 4	Apply	Level 1
16. Understand how a social welfare organisation is administered and managed.	PSO4	Apply	Level 1
17. Undertake documentation, reporting and research in Social Work Interventions, with the aim of producing evidence base for the effectiveness of social work interventions.	PSO 4	Apply	Level 2
18. Make visual and oral presentations based on the community analysis and projects undertaken.	PSO 4	Apply	Level 1

19. Develop life skills, hard skills, soft skills and IT skills that will contribute to competent performance.	PSO 4	Apply	Level 1
20. Organise capacity building programme/advocacy on any contemporary social issue utilising the possibilities of social media, communication technique, art forms and theatre.	PSO 4	Apply	Level 1

8.3. Minimum Days/Hours required for Field Work Practicum

At present one third of the total academic training is to be devoted to the practicum. The duration of field practicum is **8 hours/day** (unless otherwise specified by the agency but not less than 8 hours in any case) and the learner has to complete a minimum of **35 days of concurrent field practicum in a semester**. Thus, the **minimum duration of each semester field practicum is 270 hours**. Total number of days of field work practicum expected at the **end of the MSW Programme is a minimum of 140 days in concurrent field practicum and 50 days in block field practicum**.

8.4. Essential Requirements of Field Work Practicum

- **Field work supervisor:** Each student shall be assigned to a field work supervisor, who shall be responsible to guide the student in their field work.
- **Initial orientation:** Students shall be made aware about field work opportunities and field work requirements.
- **Field Work Reports:** to be submitted at the desk of the field work supervisor the following week on **Monday before 9.00am**. The field work report is expected to be unique to each student and copying shall be considered as malpractice. Reports are to be written and submitted weekly to the supervisor for timely feedback. Formats for reports may be prescribed by colleges. The minimum requirements for a report consists of (a) proper organisation of report- cover page, index indicating days and hours and field practicum opportunities; (b) A separate report is expected for every day of field work. All individual reports shall indicate day, date, time, place, type of field practicum, title of programme and number of hours; the body of the report shall have the following heads- Objectives, Activities Planned, Activities undertaken, Observations, Learnings, Evaluation and Plan for next-day. (c) Where some field practicum opportunities cover a number of days, a summary report is mandatory. For example: the 10 day rural camp shall have 10 days of individual

reports as well as a brief summary report. Summary reports are also expected for Case Work and Group Work and Community Practice.

- **Group conferences:** Common instructions to all students are given and sharing of field experiences is done during group conferences. At Least six group conferences in a semester would be ideal.
- **Supervisor Conferences:** The supervisor shall organise conferences with students to provide feedback, instructions and clarifications based on their report.
- **Individual Conferences:** Every student is supposed to meet the supervisor to receive further feedback and assistance on their unique field experiences.
- **Planning meetings of Summer, Block Placement and other activities:** There shall be planning meetings and students shall be assigned to work in committees to take leadership in executing these programmes.
- **Field Work Presentations:** At the end of concurrent field work, summer and block placements there shall be field work presentations.
- **Semester-end assessment with Faculty supervisor:** The Supervisor shall provide feedback to students on their general performance during the semester.
- **Viva Voce:** Viva voce shall be conducted internally to assess the students' understanding about social work as well as to evaluate the extent of acquisition of professional social work skills and values. At least one internal viva-voce at the end of first year needs to be conducted to assess if students are able to apply and integrate theory and practice.

8.5. Concurrent Field Practicum Opportunities

Concurrent Field Practicum is undertaken every semester, which accounts for 400 marks, covering 140 days and a minimum of 1080 hours. There are 18 major opportunities available for concurrent field practicum.

First Year

1. Exposure/Orientation Visits (Minimum of 10 organisations)
2. Concurrent field work in a social work setting (Minimum of 35 Days)
3. Life Skills Training (3 Days)
4. Street theatre workshop (5 days)

5. Know your Neighbourhood (KYN)- Minimum 6 Organizations (usually done during holidays)
6. Community Profile- of community assigned for concurrent field work
7. Social Sensitization Camp/ Live-in Rural Camp (7 Days+ 3 days preparation)
8. Internal Viva to gauge integration of theory and practice.

Second Year

9. Specialisation Exposure Visit (4 Organizations)
10. Concurrent or Block field work/Live-in exposures in specialisation-based setting: Psychiatric Setting/Rural setting (12 days)
11. Concurrent or Block field work/Live-in exposures in specialisation-based setting: Medical Setting/Urban Setting (12 days)
12. Participatory Rural Appraisal (PRA) Camp (5 Days)
13. Study Tour (10 days)

Other activities students may engage in through-out the year, that can be counted towards field work hours (Minimum 10 days). However, these activities shall be undertaken over and above the activities listed above.

14. Survey and research
15. Extension activities of the department
16. Social work students Association (KAPS Students chapter) activities
17. Collaborations with government and non-government agencies
18. Responses to emergencies like natural calamities, epidemics and disasters.

8.6. Evaluation of Field Work Practicum

Field work practicum shall consist of 2 components: Concurrent Field Practicum (all four semesters) and Block Field Practicum (second and fourth semesters). The evaluation of Field work practicum shall be internal.

The total marks for Concurrent Field Practicum for each semester shall be 100. During the first two semesters the concurrent field practicum shall include exposure visits to various social welfare agencies, concurrent field work in agencies and/or communities, participation in a number of skill training programmes etc. (as detailed under section 7.4). During the third and fourth semesters the

concurrent field practicum shall be tailored to the areas of their specialised studies. The passmark for Concurrent Field Practicum shall be 50.

The Block Field practicum during the Second and Fourth Semesters shall be evaluated out of 100 marks each. Recommendations of the agency personnel where the social work trainee (student) was placed can be taken into account for awarding marks for Block Field Practicum. The passmark for Block Field Practicum shall be 50.

Students shall put in 15 hours of field work per week excluding the time taken for travel but including report writing time. The student shall be assessed on the basis of the following:

- a. The fulfilment of course outcomes
- b. Regularity and punctuality in reporting for work
- c. Quality and content of work done
- d. The quality of the reports and the punctuality in submitting the report
- e. Participation in group conferences and contribution
- f. Diligence shown in seeking individual guidance from the supervisor (individual conference) and reflecting and bringing about personal development
- g. Keenness shown in undertaking the practical work, as well as the extra efforts and initiatives being made, to bring in qualitative difference to the work under supervision
- h. Special assignments undertaken on behalf of the client and/or agency, and
- i. A *viva-voce* at the end of the semester, to ascertain the grasp of the theories in practice and application of the host of methods of social work, the principles, and stages of social work intervention.

Please see Section 4 (**Range of Marks awarded internally for Continuous Assessment of Courses, Concurrent Field Practicum and Block Field Practicum**) of the syllabus for more parameters on awarding marks for field work practicum.

ANNEXURES

11. ANNEXURE 1: PSO: DEFINITIONS AND DESCRIPTIONS

PSO1: INFORMED ABOUT THE PROFESSION

The trainee shall be well-informed about the profession, by acquiring profession-specific and interdisciplinary **knowledge**.

- 1.1. Appreciate the importance of **informed practice** and **evidence-based practice**.
- 1.2. Critically analyse the **definitions, historical and contemporary contexts** of Social Work as a profession, with the aim to **indigenize** and improvise social work practice in India.
- 1.3. List and understand the situations where various **components of professional social work** can be applied: Social Work Theories, Process, Methods, Practice Models and Fields/Settings, Values and Skills.
- 1.4. Apply **Interdisciplinary concepts and theories** to practise situations (Psychology, Sociology, Economics, Social Legislation, Medicine, Psychiatry, Development, Management and Administration etc.).

PSO 2: EXPRESS PROFESSIONALISM

The trainee shall demonstrate **ethical and professional behaviour*¹** and **attributes**.

- 2.1. Develop **self-awareness** and understand how personal attributes can influence professional client relationships.
- 2.2. **Plan** for personal development and continuous professional development
- 2.3. Demonstrate **ethical behaviour** by adhering to the Code of Ethics
- 2.4. Contribute to the profession by actively participating in **professional associations**.
- 2.5. Apply the **core values and principles** of Social Work.
- 2.6. Appreciate supervision and feedback.

¹ CSWE Competency 1: Demonstrate Ethical and Professional Behaviour

2.7. Express **attributes** like Accountability, Punctuality, Honesty, Hard work, Flexibility, Resilience, Commitment, Creativity, Adaptability, Quality-orientation, Sustainability Consciousness, Life Skills.

PSO 3: APPLY THE PROBLEM-SOLVING PROCESS

The trainee shall systematically and skilfully apply the **problem-solving approach** in the process of helping clients achieve better social functioning.

3.1. Engage with individuals, families, groups, organizations, and communities²

3.2. Assess individuals, families, groups, organizations, and communities³.

3.3. Intervene with individuals, families, groups, organizations, and communities⁴.

3.4. Evaluate practice with individuals, families, groups, organizations, and communities⁵.

PSO 4: DEMONSTRATE SOCIAL WORK SKILLS

The trainee shall demonstrate the **social work skills** relevant to the practice of **social work methods**.

4.1. Building people's organizations: by mobilizing, forming and sustaining people's organizations (groups, associations, institutions, systems, facilities, etc.), until the goal of its formation has been achieved.

4.2. Capacity Building: Employ various empowerment strategies like conscientization, education, training, designing of IEC so as to bring about positive change in clients.

4.3. Entrepreneurship/Livelihood Support: Facilitate the process of economic empowerment of self and clients through entrepreneurial and livelihood support programmes.

4.4. Networking/Alliance management and Resource Mobilization: Create and be part of networks, linkages, partnerships and collaborations, mobilize resources, and manage the ensuing relationship so as to bring about productive results to the clients that the social worker serves.

4.5. Psycho-social support and Counselling: Undertake psycho-social support techniques, including counselling, to facilitate better social functioning in clients.

² CSWE Competency 6: Engage with individuals, families, groups, organizations, and communities

³ CSWE Competency 7: Assess individuals, families, groups, organizations, and communities

⁴ CSWE Competency 8: Intervene with individuals, families, groups, organizations, and communities

⁵ CSWE Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

4.6. Rehabilitation: Employ various strategies to assist persons and their families who have been affected by displacement, disability or disease be to rehabilitated.

4.7. Research: Engage in practice-informed research and research-informed practice⁶.

4.8. Policy Practice: Engage in policy practice⁷ by critically analyzing social-economic and political sub-strata and employing effective lobbying techniques.

4.9. Mediation: Employ mediation to assist individuals, families, groups, organizations, and communities in resolving or reconciling conflicts and disputes.

4.10. Advocacy: Employ advocacy strategies and techniques to advance human rights and social, racial, economic, and environmental justice⁸.

4.11. Documentation: Document and maintain proof for all social work interventions, so that they can be readily used for administrative as well as research purposes.

4.12. NGO and Project Management: Start an NGO, apply for projects, manage an NGO and projects using POSDCORB.

4.13. Digital Proficiency: Digitally proficient in using various ICT tools and applications that can enhance the practice of methods, processes and skills of social work.

PSO 5: PRACTICE IN MULTIPLE CONTEXTS

The trainee shall be capable of incorporating **diversity in practice** by adapting to **multiple fields and contexts** of social work and **engaging sensitively with clients** of different socio-cultural and religious backgrounds.

5.1. Engage diversity, equity and inclusion in practice⁹.

5.2. Incorporate the **systems approach** in practice, considering macro-meso-micro contexts.

⁶ CSWE Competency 4: Engage in practice-informed research and research-informed practice.

⁷ CSWE Competency 5: Engage in policy practice.

⁸ CSWE Competency 2: Advance human rights and social, racial, economic, and environmental justice

⁹ CSWE Competency 3: Engage anti-racism, diversity, equity, and inclusion in practice.

5.3. Be exposed to the roles and responsibilities of the social worker in multiple social work practice **settings/fields**.

5.4. Function and contribute within a **multidisciplinary team**

13. ANNEXURE 2: MODEL QUESTION PAPERS

SEMESTER 1

SW 511 History and Philosophy of Social Work

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Social Work	CO1	Understand	2
2.	Ethical Dilemma	CO1	Understand	2
3.	Liberalism	CO1	Understand	2
4.	Methods of Social Work	CO1	Understand	2
5.	Beveridge report	CO1	Understand	2
6.	IFSW	CO1	Understand	2
7.	International Social Work	CO1	Understand	2
8.	Emotional Maturity	CO1	Understand	2
9.	Cultural competencies	CO1	Understand	2
10.	CSWE	CO1	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Bring out the development of Social work in India. OR Contributions of various social institutions in the development of professional Social Work.	CO 2	Analyse	5
12.	Elaborate on the relationship between Social Work and Voluntarism OR Distinguish Social work from other related concepts.	CO2	Analyse	5
13.	Evaluate on the role of micro, mezzo and macro methods of social work while working with differently abled OR Critically evaluate the role of social work in Disaster Management.	CO3	Evaluate	5
14.	Significance of ethics and ethically responsibility in Social Work OR Role of code of ethics while working with a multidisciplinary team.	CO4	Apply	5
15.	Elucidate the professional attributes and core competencies you would stick to while working with	CO5	Apply	5

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	differently abled. OR As part of field work you would have visited different settings. Bring out the relevance of social work in that setting.			
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Evaluate the role of the Professional Association of Social Work in the development of the profession. OR Evaluate the scope of Social Work in dealing with current problems in India.	CO5	Evaluate	15
17.	Analyse the implication of different philosophical and ideological concepts upon principles and values of Social Work. OR Analyse the significance of social work education in moulding a professional social work.	CO2	Analyse	15

Row Labels	Sum of Marks/ Weightage
CO 1	20
CO2	25
CO3	20
CO4	5
CO5	5
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	25
Apply	10
Evaluate	20
Understand	20
Grand Total	75

SW 512 Sociology and Economics for Social Work

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Community	CO 1	Understand	2
2.	Social Status	CO 1	Understand	2
3.	Culture	CO2	Understand	2
4.	Social Control	CO2	Understand	2
5.	Social Change	CO3	Understand	2
6.	Economic Systems	CO3	Understand	2
7.	World Bank	CO4	Understand	2
8.	Human Development Index	CO4	Understand	2
9.	Demand and Supply	CO5	Understand	2
10.	Per Capita Income	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Analyse the causes leading to risk societies. OR Analyse the benefits of Network societies.	CO 1	Analyze	5
12.	Describe the role of the Agents of Socialization in your life. OR Evaluate the role of Social Institutions in your life	CO3	Evaluate	5
13.	Critically evaluate the causes of "Underdevelopment" in North India comparing to the South. OR Suggest your recommendations to achieve first "5 SDG's" in Kerala by 2030.	CO3	Evaluate	5
14.	Critically analyse the process of calculating "National Income" in our country currently and its relevance. OR Critically analyse the distribution of the "factors of Production" in our Country.	CO2	Analyze	5

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15.	What goes on in “Globalization” at present? Brief its paradoxes. Or Critically evaluate the merits and demerits of “Digital World Order	CO5	Apply	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom’s Level	Marks/ Weightage
16.	You found “Unemployment problem” in your concurrent fieldwork. Visualise the ‘Social analysis’ of the above social problem. OR Critically examine the factors and its role of “Social Structure” in your community.	CO4	Create	15
17.	Critically evaluate the application of Sociology in Social Work practice with reference to “Poverty” as a social problem. OR Critically evaluate the application of Economics in Social Work practice with reference to “International Monetary Institutions”	CO5	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	9
CO2	9
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 513 Psychology for Social Work

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Abnormal psychology	CO 1	Understand	2
2.	Personality	CO 1	Understand	2
3.	Teratogens	CO2	Understand	2
4.	Conduct disorder	CO2	Understand	2
5.	Peer pressure	CO3	Understand	2
6.	Conception	CO3	Understand	2
7.	Puberty	CO4	Understand	2
8.	Mid-life crisis	CO4	Understand	2
9.	Elderly	CO5	Understand	2
10.	Developmental delay	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Describe the humanistic approach in psychology and discuss the difference between this approach and psychodynamic approach. OR Describe the behavioural approach in psychology and discuss the difference between the behavioural approach and eclectic approach.	CO 1	Analyze	5
12.	Explain social work intervention in adolescence hazards. OR Explain social work intervention in childhood hazards.	CO3	Apply	5
13.	Elucidate prenatal and ante-natal care. OR Distinguish Growth and Development.	CO3	Analyze	5
14.	Examine the developmental task of childhood. OR Examine the developmental stages of epigenetic.	CO2	Evaluate	5

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15.	Elucidate the major factors contributing to psychosocial development. OR Discuss the various characteristics of life-span development.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Critically evaluate the application of psychology in social work practice. OR Adolescence is a period of stress and storm – comment Explain the role of social worker among adolescent children in Kerala.	CO4	Create	15
17.	‘A 59-year-old male has two daughters. He married them off well. He worked in a private firm and at the age of 60-years he retired. So, he lost his company quarters where he was living. He was compelled to stay with his daughter. But he could not adjust with them. He felt that he cannot get along with other family members and he is a burden for his daughters. So with the help of a ward councillor, he took admission in an old age home’ -identify major bio-psycho-social problems in this case and explain the role of social worker in geriatric setting. OR Describe the developmental tasks of middle age and explain how it prepares men and women for a successful adjustment in old age.	CO5	Create	15

Row Labels	Sum of Marks/ Weightage	Row Labels	Sum of Marks/ Weightage
CO1	9	Analyze	10
CO2	9	Apply	5
CO3	14	Create	30
CO4	19	Evaluate	10
CO5	24	Understand	20
Grand Total	75	Grand Total	75

SW 514 Working with Communities

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/Weightage
1.	Rapport building	CO3	Understand	2
2.	Community organisation	CO1	Understand	2
3.	Community leadership	CO2	Understand	2
4.	Resource management	CO4	Understand	2
5.	Locality development	CO5	Understand	2
6.	Social planning	CO5	Understand	2
7.	Brint's typology	CO1	Understand	2
8.	Movements for progressive change	CO5	Understand	2
9.	Hart's Community Triangle	CO1	Understand	2
10.	Reporting	CO4	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
11.	Highlight interrelations between community organisations and social action. OR Trace out the history of community organisations as a social work method.	CO1	Analyze	5
12.	Principles of community organisation through an example. OR Elaborate the importance of Gandhian ideology of community empowerment in the present scenario.	CO2	Evaluate	5
13.	Demonstrate the process of community practice. OR Demonstrate how you would apply evaluation in the case of community practice.	CO3	Apply	5
14.	Access the skills of community workers in community practice. OR Access the role of community worker in different types of communities.	CO4	Apply	5
15.	How you apply Jack Rothman's 3 models in a community practice. OR Discuss about the functions of Department Empowerment of persons with disabilities.	CO5	Evaluate	5

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Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Examine any two community problems and how to overcome these problems with the help of social work. OR As a community social worker what are the strategies used to empower a backward community.	CO5	Create	15
17.	A Community Social worker needs to focus on the betterment of a community. What are the phases the social worker implements in the community organisation process. OR Community workers must be aware of the resources of a community which tool is useful for finding and verifying the resources in a community with the participation of community people.	CO4	Create	15

Row Labels	Sum of Marks/ Weightage
CO1	9
CO2	9
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	5
Apply	10
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 515 Working with Groups

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Social Group Work	CO 1	Understand	2
2.	Resocialization Group	CO 1	Understand	2
3.	Social integration	CO2	Understand	2
4.	Group Dynamics	CO2	Understand	2
5.	Programme Planning	CO3	Understand	2
6.	Evaluation	CO3	Understand	2
7.	Supervision	CO4	Understand	2
8.	Recording	CO4	Understand	2
9.	Life skills	CO5	Understand	2
10.	Critical thinking	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Analyse the relevance of social group work as a method of social work. OR Discuss the relevance of different types of groups in social group work.	CO 1	Analyze	5
12.	Discuss briefly the process of social group work based on your field work experience OR Highlight the importance of evaluation in social group work process.	CO3	Apply	5
13.	Enumerate the essentialities to include in the intake and study report of the group work OR How to analyse the communication and interaction patterns in a group.	CO3	Analyze	5
14.	Evaluate the importance of Leadership in Groups OR Evaluate how the principles of Programme planning	CO2	Evaluate	5

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15.	Appraise the role and importance of supervision in group work practice OR Evaluate the Didactic model of supervision.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Demonstrate the stages of group development from the field experience OR Prepare a process record for reporting the social group work process in a women's self-help group	CO4	Create	15
17.	Prepare a model life skill education plan focusing on group work at schools OR The school social worker identified five children of the 10 th standard as regular absentees in the class. Discussing with teachers and parents, the worker identifies the problem of substance abuse. Create a group and plan possible interventions based on the models of social group work.	CO5	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	9
CO2	9
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SEMESTER 2

SW 521 Working with Individuals and Families

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/Weightage
1.	Charity Organization Society	CO 1	Understand	2
2.	Evellyn Duvell	CO 1	Understand	2
3.	Controlled Emotional Involvement	CO2	Understand	2
4.	Professional Self	CO2	Understand	2
5.	Multi-dimensional assessment	CO3	Understand	2
6.	Family Dynamics	CO3	Understand	2
7.	Clarification	CO4	Understand	2
8.	Collateral Interview	CO4	Understand	2
9.	Task-centred model	CO5	Understand	2
10.	Family Systems	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
11.	Compare and contrast Social Case Work and Counselling. OR Analyse the evolution of social casework in the USA.	CO 1	Analyze	5
12.	Demonstrate the contracting process in social case work with an example. OR Demonstrate the process of assessment of Family Dynamics with an example.	CO3	Apply	5
13.	Illustrate how Environment Modification can be applied to a case in a Child Setting. OR Illustrate how a social worker can modify interaction patterns in a family.	CO4	Analyze	5
14.	Evaluate the pros and cons of the Solution Focus Model. OR Evaluate the application of the Family Systems Model.	CO5	Evaluate	5

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15.	Appraise the role of Case Worker in the Correctional setting. OR Appraise the role of Case Worker in School Setting.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Based on your fieldwork experience, fill in the psychosocial assessment format. OR You are a caseworker. Vivek is an alcoholic who has a family of wife and 3 children. He has lost his job because of his disorder. You have completed the PSA. Formulate a detailed intervention plan.	CO3	Create	15
17.	Conduct a SWOT and design a plan for your personal and professional development. OR Evaluate your capability to form a social casework relationship, with specific reference to the characteristics of a Case Work Relationship.	CO2	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	9
CO2	19
CO3	24
CO4	9
CO5	14
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 522 Theory and Practice of Counselling

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Psychotherapy	CO1	Understand	2
2.	Ethical considerations	CO3	Understand	2
3.	Goal-setting	CO4	Understand	2
4.	Active Listening	CO5	Understand	2
5.	Tele-counselling	CO5	Understand	2
6.	Empathy	CO1	Understand	2
7.	PTSD	CO2	Understand	2
8.	3R's of Reality therapy.	CO3	Understand	2
9.	Rationalisation	CO2	Understand	2
10.	Debriefing	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Compare and contrast Counselling, Guidance and Social Case Work OR List out the different forms of counselling records? Briefly explain the different types of records.	CO1	Analyze	5
12.	Write a short note on the symptoms of Anxiety and depression and elucidate the issues of counselling for people with anxiety and depression. OR What counselling approach do you select to deal with the family of mentally challenged child? Explain.	CO2	Apply	5
13.	What is crisis management? How can it be used to help survivors of an accident OR Today people have to face a lot of stress both at home and in their workplaces. Hence there is need for counselling". Examine.	CO5	Analyze	5
14.	Explain the behaviour technique of systematic desensitization with an example. OR Describe the techniques of person-centered counselling. Compare and contrast it with the behavioural techniques.	CO3	Evaluate	5

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15.	Counseling is an effective means to alleviate job stress among service sector professionals" Substantiate your answers with example? OR Elucidating the basic assumptions of cognitive counselling, highlight the processes involved in problem solving situations.	CO5	Apply	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Imagine you as a school counsellor you get a case -that a child has a genetic vulnerability to antisocial personality disorder. Discuss the related issue regarding how to refer the child with such behavior to seek treatment. OR Design an intervention strategy or plan for children aged 7-10 having ADHD.	CO2	Create	15
17.	.Kelvin throws temper tantrums every time he goes to the market with his parents. He insists that they buy him a new toy every time. As a counsellor identify the most suitable technique to modify this unwanted behaviour. Explain OR Think of someone you know who seems to have a tendency to make negative, self-defeating explanations for negative life events. Design a step-by-step process of therapeutic intervention strategy in solving the issue.	CO4	Create	15

Row Labels	Sum of Marks/ Weightage
CO1	9
CO2	24
CO3	9
CO4	17
CO5	16
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyse	10
Apply	10
Create	30
Evaluate	5
Understand	20
Grand Total	75

SW 523 Administration of Human Service Organisations

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Social Work Administration	CO 1	Understand	2
2.	Planning	CO 1	Understand	2
3.	Informal Organisation	CO2	Understand	2
4.	Management	CO2	Understand	2
5.	FCRA	CO3	Understand	2
6.	Induction	CO3	Understand	2
7.	MOA	CO4	Understand	2
8.	Society Registration	CO4	Understand	2
9.	CSWB	CO5	Understand	2
10.	Social Safety Nets	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Describe the significance of the stages in administrative process OR Analyse the Principles of Social Work Administration in Decision Making Process.	CO 1	Analyse	5
12.	Compare and Contrast Bureaucratic and human relation organization highlighting their strengths and weakness. OR Examine the characteristics of HSO in comparison with Industrial, Educational and Health Care organization.	CO2	Analyse	5
13.	Evaluate the Performance Appraisal System in an organization and the role it plays in assessing employees. OR Evaluate the implications of the FCRA on the Financial Management of NGOs.	CO3	Evaluate	5
14.	Illustrate the process of drawing up the MOA for NGOs. OR Evaluate the role, functions and effectiveness of Board in a Social Work Organization.	CO4	Evaluate	5

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15.	Explain the objectives and functions of CSWB and how its organizational structure supports the implementation of Social Welfare Programmes. OR Describe the programs initiated by Women and Child Development. How these programs empower women and Child	CO5	Analyse	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Imagine you are tasked with guiding a Social Work Organization through the process of registration under the Society Registration Act. Outline the steps by step procedure highlighting the key documents and consideration of each stage OR Imagine you are a consultant tasked with improving collaboration between CSWB and SSWB. Propose practical strategies to enhance coordination, share best practices and focus the implementation of welfare programs.	CO5	Create	15
17.	Choose a contemporary social issue (e.g., homelessness, substance abuse) and outline a comprehensive plan for a social work administrator to address the challenges associated with it. Consider the administrative process and principles discussed, emphasizing practical solutions. OR Analyze a case study where a social work administrator must respond to a crisis situation (natural disaster, community unrest). Discuss the specific steps the administrator should take at each stage of the administrative process to ensure effective crisis intervention.	CO1	Apply	15

Row Labels	Sum of Marks/ Weightage	Row Labels	Sum of Marks/ Weightage
CO 1	24	Analyze	15
CO2	9	Apply	15
CO3	9	Create	15
CO4	9	Evaluate	10
CO5	24	Understand	20
Grand Total	75	Grand Total	75

SW 524 Social Legislations and Human Rights

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Law	CO 1	Understand	2
2.	Habeas Corpus	CO 1	Understand	2
3.	Social legislation	CO1	Understand	2
4.	Legal Aid	CO4	Understand	2
5.	Lok-Adalat	CO4	Understand	2
6.	Family Court	CO2	Understand	2
7.	Organs of Administration	CO1	Understand	2
8.	Hierarchy of courts	CO1	Understand	2
9.	Human rights	CO5	Understand	2
10.	Cyber Security	CO3	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Is law an agent of social change, social control and social justice? Comment. OR Write a short note on the salient features of the Indian Constitution.	CO 1	Analyze	5
12.	Write a note on the structure and functions of the National Women's Commission OR Write a note on the structure and functions of the National Human Rights Commission.	CO4	Apply	5
13.	Write a note on the provisions and filing procedures of the Right to Information Act 2005. Give your critique of the amendment of the RTI Act 2019. OR Enumerate the relevance of the Maintenance and Welfare of Parents and Senior Citizen Act 2007 with suitable case examples.	CO3	Evaluate	5
14.	Enumerate the conditions essential for marriage as per the Islam and Christian laws of Marriage. OR Discuss the relevance and importance of the	CO4	Analyze	5

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	Uniform Civil Code.			
15.	Critically explain the gruesome violation of human rights against Dalits, Adivasis, Minorities, Women and Children in India. Or Critically evaluate the role of Social Workers in the protection of Human Rights.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Critically explain the relevance and importance of Public Interest Litigation. And enumerate the procedures for filing PIL. OR Trace the meaning, origin and development of Human Rights and detail the UNDHR	CO4	Create	15
17.	Discuss in detail the laws related to the protection of women in India. Visualize ideal laws that would protect women in India. OR Critically analyze the provisions of the Juvenile Justice (Care and Protection) Act 2015, and the Protection of Children from Sexual Offences (POCSO) Act 2012 and suggest relevant mechanisms to safeguard the children.	CO3	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	9
CO2	9
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 525 Social Work Research Methods

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Discourse analysis	CO -4	Understand	2
2.	Participatory research	CO - 2	Understand	2
3.	Bibliography	CO - 5	Understand	2
4.	Coding	CO - 4	Understand	2
5.	FGD	CO - 3	Understand	2
6.	SPSS	CO - 4	Understand	2
7.	Self-plagiarism	CO - 5	Understand	2
8.	Reliability	CO - 3	Understand	2
9.	Variable	CO - 1	Understand	2
10.	Hypothesis	CO - 1	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	What are the mixed method strategies?	CO – 2	Evaluate	5
	OR What are quantitative research designs?	CO – 2	Evaluate	
12.	Explain steps of community based Participatory Research.	CO – 3	Evaluate	5
	OR Explain group research designs	CO – 3	Evaluate	
13.	Differentiate between Descriptive and Inferential Statistics	CO – 4	Apply	5
	OR What are the steps in qualitative data analysis	CO – 4	Apply	
14.	Social work research is instrumental in addressing social problems – Illustrate	CO – 2	Apply	5
	OR Comment on the application of digital tools in data analysis	CO – 2	Apply	
15.	Ethical issues in the practice of social work	CO – 5	Apply	5
	OR Elaborate on major components of a research report	CO – 5	Apply	
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage

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16.	Formulate a research proposal on the basis of mixed method	CO – 1	Create	15
	OR Conceptualise the aim, objectives and questions for preparing a research project	CO – 1	Create	
17.	Elaborate on levels of measurement with examples	CO – 3	Analyse	15
	OR Illustrate tools and techniques of data collection with examples	CO – 3	Analyse	

Row Labels	Sum of Marks/ Weightage
CO1	19
CO2	17
CO3	19
CO4	11
CO5	09
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyse	15
Apply	15
Create	15
Evaluate	10
Understand	20
Grand Total	75

SEMESTER 3

SW 531 Project Planning and Management

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Program	CO 1	Understand	2
2.	Project Charter	CO 1	Understand	2
3.	Accounting	CO2	Understand	2
4.	Social Marketing	CO2	Understand	2
5.	Time plan	CO3	Understand	2
6.	Project review	CO3	Understand	2
7.	Strategic Planning	CO4	Understand	2
8.	RBM	CO4	Understand	2
9.	Financial Management	CO5	Understand	2
10.	CSR	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Comment on the relevance and scope of 'Project Management'. OR Comment on the relevance and scope of "Operation Management"	CO 1	Analyze	5
12.	Discuss about 'Project Design' and explain LFA method. OR Discuss about 'Project Implementation with suitable example of CPM and PERT.	CO3	Apply	5
13.	Demonstrate the relevance of 'PIMS' in a project. OR Enumerate the relevance of 'Financial Management' in a project	CO3	Evaluate	5

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14.	Discuss the importance of 'Time plan' for a project. OR Discuss the role of 'Project Manager' in a Project	CO2	Analyze	5
15.	Critically evaluate the importance of 'SWOC Analysis' in a project. OR Critically evaluate the importance of 'Need based' project through stakeholders' participation.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Conceptualize a PRA in 'Coastal Community' by applying its principles and tools. OR Exemplify a "Project Proposal" in specific format for the alleviation of malnutrition among tribals in Attapady.	CO4	Create	15
17.	Visualize the "Project Cycle" of a 'Community Development' program in 'Skill Development among women in rural area. OR List out the details of the 'steps and types' of 'Project Monitoring' with reference to your fieldwork experience in an NGO.	CO5	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	09
CO2	09
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	05
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 532 Community Health and Health Care Management

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Community Health	CO 1	Understand	2
2.	Globalization	CO 2	Understand	2
3.	Hygiene	CO1	Understand	2
4.	Occupational Health	CO5	Understand	2
5.	IMR	CO3	Understand	2
6.	Primary Health Care	CO4	Understand	2
7.	NUHM	CO4	Understand	2
8.	PWD	CO5	Understand	2
9.	NABH	CO1	Understand	2
10.	Hospital Information Systems	CO1	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Analyze the implications of Globalization on health of Women. OR Differentiate Health Education and Behaviour Change Communication.	CO 2	Evaluate	5
12.	Elaborate in brief the evolution of NHM. OR Differentiate between the roles of the USHAs and ASHAs.	CO4	Analyse	5
13.	Discuss the various levels of health care interventions. OR Critically evaluate the indigenous systems medicine in contrast with modern medicine.	CO4	Evaluate	5
14.	Critically assess the reforms of any three health reform committees in India. OR Critique on the various National Health Policies in India.	CO3	Evaluate	5
15.	Compare the provisions of the Workmen's Compensation Act against the ESI Act. OR Discuss the major legislative provisions to protect the life and safety of women and the foetus?	CO5	Analyse	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage

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16.	Based on your fieldwork experience and observations, discuss the various problems encountered by a community. Formulate interventions based on the various levels, to deal with these from a project approach perspective. OR Critically assess the existing organization and the systems of medicine in India. Based on your assessment, propose a policy and appropriate strategies to provide integrated health care.	CO4	Create	15
17.	Elaborate on the various departments in a hospital. Define the role for social work in the context of a hospital and discuss the challenges. OR Discuss the determinants of health and the health indicators to assess the health of a community. Critique the existing indicators and prescribe in your view a composite index that would at best assess the health in a community.	CO1	Apply	15

Row Labels	Sum of Marks/ Weightage
CO 1	23
CO2	7
CO3	7
CO4	29
CO5	9
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	15
Create	15
Evaluate	15
Understand	20
Grand Total	75

SW 533A Medical Social Work

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Medical Social Work	CO 1	Understand	2
2.	Informed consent	CO 1	Understand	2
3.	Nutrition	CO2	Understand	2
4.	Heart	CO2	Understand	2
5.	Health	CO3	Understand	2
6.	Disease	CO3	Understand	2
7.	Multi-disciplinary Team	CO4	Understand	2
8.	Resource Mobilisation	CO4	Understand	2
9.	Habilitation	CO5	Understand	2
10.	Palliative Care	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Discuss the patient as a person in the context of disease management. OR Elaborate on the history of Medical Social Work.	CO 1	Analyze	5
12.	Discuss any one physiological system, its working and the various common diseases affecting OR Discuss nutrition and the impact of malnutrition among adolescents.	CO2	Analyse	5
13.	Discuss the cause and impact of Diabetes, and illustrate the role of social work in the context. OR Illustrate the role of social work in the context of dealing with HIV/AIDS as an epidemic.	CO3	Apply	5
14.	Evaluate the pros and cons of the hospitalization considering the patient as a person. OR Assess the role and functions of a medical case worker in the context of a terminal illness; discuss a model that would best suit your skill-set and context.	CO4	Evaluate	5
15.	Appraise the role of a Medical Social Worker in a hospital setting. OR Based on your fieldwork practice, appraise the role of Medical Social Worker in a community setting in	CO5	Evaluate	5

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	dealing with a communicable disease.			
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Discuss your considerations and develop a medical social work intervention strategy in intervening with a couple with infertility issues. OR Imagine you are a medical social worker and you are in charge of Rampal, a guest worker at a construction site, who had sustained a fall leaving him paraplegic. Rampal has a family left in Chhattisgarh. Formulate a detailed intervention strategy and plan.	CO5	Create	15
17.	Based on your fieldwork in a hospital, discuss the role of a social work in dealing with any one lifestyle disease from intake to discharge. OR Assuming that you are a medical social worker and are encountered by a case of medical negligence in your hospital resulting in patient fatality (death). What would be your considerations for intervention considering the medico-legal aspects involved? Design a strategy for intervention.	CO1	Create	15

Row Labels	Sum of Marks/ Weightage
CO1	24
CO2	9
CO3	9
CO4	9
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 534A Psychiatric Social Work

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/Weightage
1.	Generalised Anxiety Disorder	CO 1	Understand	2
2.	Psychosis	CO 1	Understand	2
3.	Anorexia Nervosa	CO1	Understand	2
4.	Somnambulism	CO1	Understand	2
5.	Gender Identity Disorders	CO1	Understand	2
6.	Histrionic Personality Disorder	CO1	Understand	2
7.	Tics	CO1	Understand	2
8.	Hallucination	CO1	Understand	2
9.	Delusion	CO1	Understand	2
10.	Dissociative disorder	CO1	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
11.	Evaluate ethical issues in psychiatric social work practice. OR Evaluate your competency in working with mentally ill persons.	CO 2	Evaluate	5
12.	Discuss the role of social worker in psychiatric social work settings. OR Discuss how the social worker is an indispensable part of the psychiatric social work team.	CO5	Analyze	5
13.	Why is the International Classification of functioning as important as the ICD? OR Why are the Z-codes relevant especially to the social worker?	CO3	Analyze	5
14.	Discussing stigma, explain how one can counter it. OR How effective is community-based rehabilitation?	CO4	Analyze	5

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15.	Discuss why symptomatology should be given more weightage than the ICD? OR Discuss Psychiatric interviewing skills in relation to symptomatology.	CO4	Analyze	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Appraise the National Mental Health program and suggest the way forward OR Evaluate the functioning of mental health rehabilitation centres in India.	CO5	Evaluate	15
17.	Describe one case which you have conducted assessment during your field work, creating a comprehensive care plan for the case. OR Your client has Bipolar. Create a treatment plan.	CO3	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	20
CO2	5
CO3	20
CO4	10
CO5	20
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	20
Apply	0
Create	15
Evaluate	20
Understand	20
Grand Total	75

SW 533B Rural and Urban Community Development

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Rural Settlement	CO 1	Understand	2
2.	Community Development	CO 1	Understand	2
3.	Extension	CO2	Understand	2
4.	Panchayat	CO3	Understand	2
5.	Gramasabha	CO3	Understand	2
6.	Urbanisation	CO4	Understand	2
7.	Urban Planning	CO4	Understand	2
8.	Urban Development Authorities	CO3	Understand	2
9.	Slum	CO4	Understand	2
10.	Street Vender	CO4	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Discuss the characteristics of rural community OR Types of villages and patterns of rural settlement.	CO 1	Analyse	5
12.	Analyse Programmes of the Ministry of Rural Development and their relevance today OR Analyse the programmes of the Ministry of Panchayati Raj and their relevance today	CO 5	Analyse	5
13.	Discuss the importance of urban planning today. OR Discuss various urban issues and the effectiveness of the programmes to mitigate them.	CO 4	Evaluate	5
14.	Analyse the Municipal Administrative structure, their role, functions and duties. OR Analyse the functions and importance of Urban Development Authorities today.	CO 3	Analyse	5
15.	Discuss the theories of urbanisation OR Discuss the characteristics of urban areas.	CO 4	Analyse	5

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Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Analyse the rural reconstruction programmes after 1945 and their contributions to the community development programme of 1952. OR Analyse the importance Kerala Panchayati Raj Act 1994, its characteristics, amendments and the importance of Gramsabha.	CO1 and CO3	Analyse	15
17.	Elaborate on the current urban poverty eradication programmes. OR Discuss the relevance of PPP for urban development today.	CO5	Evaluate	15

Row Labels	Sum of Marks/ Weightage
CO 1	16.5
CO2	2
CO3	18.5
CO4	18
CO5	20
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	35
Evaluate	20
Understand	20
Grand Total	75

SW 534B Gerontological Social Work Practice

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/Weightage
1.	Senior Citizen	CO 1	Understand	2
2.	Dependency Theory	CO 1	Understand	2
3.	Cardiovascular disease	CO 2	Understand	2
4.	National old age pension	CO 3	Understand	2
5.	Community based care for elderly	CO 3	Understand	2
6.	Gerontological social work	CO 4	Understand	2
7.	Retirement	CO 4	Understand	2
8.	Elder abuse	CO 5	Understand	2
9.	Age friendly communities	CO 5	Understand	2
10.	Gerontological social work	CO 5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
11.	Analyse the demographic trends of aging population in India. OR Discuss the scope of gerontological social work in India	CO 1	Analyze	5
12.	Evaluate the gap between National policies of older persons and the programme implementation under these policies in India OR Suggest possible methods to handle the changes in physical and mental abilities in the natural process of ageing.	CO3	Evaluate	5
13.	Draw a historical timeline on International and National Policies and Programmes for elder persons. OR A person with age of 70 was abandoned by his relatives and stayed at an old age home now with severe physical, psychological and social trauma. Prepare a psycho social report for social work intervention.	CO3	Analyze	5

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14.	List out the legal issues in relation to old age and discuss the skills of social workers in dealing with those issues. OR Discuss the disability related issues of old age by the data collected during community sensitization programme	CO5	Evaluate	5
15.	Appraise the strength and weakness of a traditional rural community for old age care. OR Evaluate the role of a multi professional team in old age care and rehabilitation.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
16.	Create a 'model village plan' on the basis of 'The maintenance and welfare of parent and senior citizen Act 2007'. OR Propose a 'Working model in gerontological social work practice' for urban communities in Kerala.	CO 3	Create	15
17.	List out the institutional and non institutional service providers for older people in your field work area and map their services to older people. OR Evaluate any one of a gerontological issue on a different theoretical framework.	CO2	Create	15

Row Labels	Sum of Marks/Weightage	Row Labels	Sum of Marks/Weightage
CO 1	24	Analyze	10
CO2	27	Apply	10
CO3	24	Create	60
CO4	24	Evaluate	35
CO5	16	Understand	20
Grand Total	75/115	Grand Total	75/135

SEMESTER 4

SW 541 Social Entrepreneurship and Corporate Social Responsibility

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Innovation	CO 1	Understand	2
2.	Entrepreneurship	CO 1	Understand	2
3.	Social Capital	CO1	Understand	2
4.	Childline	CO2	Understand	2
5.	Timbaktu Collective	CO2	Understand	2
6.	SEWA	CO2	Understand	2
7.	Atal Innovation Mission	CO3	Understand	2
8.	MSME Act	CO3	Understand	2
9.	Social Innovation Immersion Programme (SIIP)	CO3	Understand	2
10.	CSR	CO4	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Define social entrepreneurship and entrepreneurship. Differentiate between social entrepreneurship and entrepreneurship with examples. OR What are the seven principles of social entrepreneurship?	CO 1	Analyze	5
12.	Briefly describe the mission and approach of the Ashoka Foundation and its founder, Bill Drayton. OR What is the primary focus of the Skoll Foundation, and how does it support social entrepreneurs?	CO2	Apply	5
13.	Explain the key objectives of the Start-up India initiative and how it supports entrepreneurial ventures in the country. OR Outline the main features of the Pradhan Mantri	CO3	Evaluate	5

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	Mudra Yojana and its role in promoting micro-enterprises in India.			
14.	Summarize the key components of the National Policy for Skill Development and Entrepreneurship 2015. OR Explain the objectives of the ASPIRE Scheme and its significance for promoting innovation and entrepreneurship in rural areas.	CO3	Analyze	5
15.	Provide a concise definition of Corporate Social Responsibility (CSR) and highlight its evolution over the years. OR Define Stakeholder Theory and elaborate on how it forms a theoretical foundation for CSR in social entrepreneurship.	CO4	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Explain the role of Gram Vikas, founded by Joe Madiath, in promoting sustainable development in rural Orissa, India and discuss the innovative model adopted by Goonj in addressing clothing and sanitation needs in rural India. OR Discuss the innovative microfinance model introduced by Muhammad Yunus through the Grameen Bank in Bangladesh and describe the key initiatives undertaken by Akshaya Patra to address issues related to education and hunger in India.	CO2	Create	15
17.	Imagine you are tasked with designing a CSR plan for a multinational corporation operating in the technology sector. Describe the process you would follow for conducting a comprehensive needs assessment, setting achievable goals, and establishing key performance indicators (KPIs) and metrics. Discuss how you would monitor, evaluate, and continuously improve the CSR initiatives over time, considering the dynamic nature of the technology industry. OR Analyze a real-world case study of a successful CSR initiative in the field of social entrepreneurship. Discuss the key components that led to its success, identifying lessons learned and best practices applicable to similar contexts.	CO5	Create	15

Row Labels	Sum of Marks/ Weightage
CO1	9
CO2	9
CO3	14
CO4	19
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

SW 542 Integrated Social Work Practice

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1	Ecology	CO2	Understand	2
2	Evidence-based practice	CO1	Understand	2
3	Vulnerability	CO2	Understand	2
4	Critical Consciousness	CO1	Understand	2
5	Disability	CO2	Understand	2
6	IPV	CO2	Understand	2
7	CBR	CO4	Understand	2
8	Carbon Footprint	CO2	Understand	2
9	Blue Blob	CO2	Understand	2
10	Social Learning	CO1	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11	Discuss the vulnerability and specify the various intersectionalities in a population to illustrate vulnerability. OR Discuss the concept of vulnerability in the context of climate change.	CO 3	Analyze	5
12	Discuss any one disaster and illustrate disaster management OR Discuss the various domains of adaptation to climate change.	CO2	Analyse	5
13	Discuss the cause and impact of any natural disaster, and illustrate the role of social work in the context. OR Illustrate the application of strength-based approach in the context of children with vulnerabilities.	CO3	Apply	5

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14	Apply systems theory in the context of working with persons with disabilities. OR Apply an anti-oppressive approach to interpret social work with any context of your choice.	CO3	Apply	5
15	Discuss systems theory and illustrate the same in the context of human trafficking. OR Based on your fieldwork practice, assess the importance of the various paradigms – sustainability, optimization, self-determination, peoples participation and ethicality in designing interventions.	CO1	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16	Discuss your considerations in designing a community-based intervention for persons with disabilities. OR Imagine you are put in charge of an area seriously affected by a communal riot (as in the case of Manipur). Discuss an ideal strategy for social work intervention.	CO4	Create	15
17	Imagine you are a social worker and you encounter a girl-child, who has been rescued from a sex racket. Formulate a detailed intervention strategy integrating a social work practice model and approach. OR Assuming that you are a community social worker working with a island community threatened by rising sea levels (e.g. Munro Island, Vypeen). What would be your considerations in designing a strategy for intervention based on your understanding of integrated social work practice?	CO1	Create	15

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Row Labels	Sum of Marks/ Weightage
CO1	26
CO2	17
CO3	15
CO4	17
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	10
Create	30
Evaluate	5
Understand	20
Grand Total	75

SW 543A Therapeutic Interventions for Social Work Practice

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Define Therapy	CO 1	Understand	2
2.	Murray Bowen	CO 1	Understand	2
3.	Transference	CO3	Understand	2
4.	Contingency contracting	CO3	Understand	2
5.	NLP	CO1	Understand	2
6.	Behavioural activation	CO1	Understand	2
7.	Rackets	CO4	Understand	2
8.	ABC	CO4	Understand	2
9.	Emotional cut-off	CO5	Understand	2
10.	Pranayama	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Illustrate with examples the application of systematic desensitisation, flooding and token economy. OR Illustrate with example three common cognitive distortions.	CO4	Apply	5
12.	Describe the phases of TA, through a case example. OR Describe the stages of Art Therapy, , through a case example.	CO3	Apply	5
13.	Illustrate the application of 3 techniques of Family Systems Therapy. OR Illustrate the application of 3 techniques of Emotion focussed therapy.	CO4	Apply	5
14.	Discuss any 3 of the eight limbs of Yoga and how it can transform a person's life. OR Discuss three types of Asanas and how it contributes to health.	CO5	Evaluate	5

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15.	Produce ample evidence to prove the mind-body connection. OR Explore mindfulness concepts and analyze the status of your mindfulness.	CO5	Analyze	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Compare and contrast the three major schools of therapy. OR Elucidate how many modern therapies have their foundations in the three major schools of therapy.	CO5	Analyse	15
17.	A therapist may come across a number of ethical issues. Discuss. OR Evaluate your competency in conducting therapy with your clients.	CO2	Evaluate	15

Row Labels	Sum of Marks/ Weightage
CO 1	8
CO2	15
CO3	9
CO4	14
CO5	29
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	20
Apply	15
Create	0
Evaluate	20
Understand	20
Grand Total	75

SW 543B Development Economics

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Economic development	CO 1	Understand	2
2.	Human development index	CO 1	Understand	2
3.	Poverty line	CO 2	Understand	2
4.	Population explosion	CO 2	Understand	2
5.	Land reforms	CO 3	Understand	2
6.	Small scale industries	CO 3	Understand	2
7.	Economic planning	CO 4	Understand	2
8.	NITI Ayog	CO 4	Understand	2
9.	Subaltern perspective	CO 5	Understand	2
10.	Sustainable development	CO 5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Evaluate the criteria of economic growth OR Evaluate the approaches to economic development	CO 1	Evaluate	5
12.	Critically evaluate balanced growth, essential indicators, advantages and disadvantages OR Critically evaluate unbalanced, its advantages and disadvantages	CO 2	Evaluate	5
13.	Explain the concept and indicators of poverty OR Explain the concept of poverty line	CO 2	Understand	5
14.	Analyse the importance of agriculture in Indian economy OR Analyse the importance of Industry in Indian Economy	CO 3	Analyse	5
15.	Analyse the importance of economic planning in India OR Analyse the role of NITI Ayog in India	CO 4	Analyse	5

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Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Explain critical social work theory and analyse its importance in the Indian context. OR Explain sustainable development goals and analyse its relevance in the Indian context	CO 5	Analyse	15
17.	Critically evaluate the importance of natural resources, economic factors and non-economic factors in economic development OR Critically evaluate the cropping pattern of India land the factors determining cropping pattern	CO 1/ CO 3	Evaluate	15

Row Labels	Sum of Marks/ Weightage
CO 1	09/24
CO2	14
CO3	09/24
CO4	09
CO5	19
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	25
Evaluate	25
Understand	25
Grand Total	75

SW 544A Social Work Practice and Health

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/Weightage
1.	Resilience	CO 1	Understand	2
2.	Gratitude	CO 1	Understand	2
3.	Systems approach	CO2	Understand	2
4.	Decision-making	CO2	Understand	2
5.	Pain scale	CO3	Understand	2
6.	ADS	CO3	Understand	2
7.	Grounding	CO4	Understand	2
8.	Marital Therapy	CO4	Understand	2
9.	Hospice	CO5	Understand	2
10.	Remedial education	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
11.	Evaluate the efficacy of government programmes in the field of addiction. OR Evaluate the efficacy of government programmes in the field of school mental health.	CO 1	Evaluate	5
12.	Detail the assessment process in geriatric social work settings. OR Detail the assessment process in positive mental health settings.	CO3	Apply	5
13.	A couple with marital issues approach you in the first year of marriage. They have specifically pointed out communication and role related conflicts. What components of post-marital education can you provide here? OR You are working with a family who has brought their 5-year-old son who is scholastically slow. You have found that parenting practices have a direct influence on a child's scholastic abilities. How do you deal with power dynamics?	CO4	Analyze	5

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14.	Describe the concept of Flow and how it can be incorporated in your professional practice. OR	CO5	Evaluate	5
15.	You are conducting a Life Skills Training session for school-going adolescents. Describe activities to illustrate 3 WHO Life Skills. OR You are conducting daily psycho-education sessions in a deaddiction centre. Discuss the topics.	CO5	Apply	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/Weightage
16.	Prepare a module for parent education for different age groups. OR Prepare a pre-marital counselling module.	CO5	Create	15
17.	Illustrate a positive mental health training module. OR Discuss how the social worker can incorporate the 12-step approach in group work.	CO4	Create	15

Row Labels	Sum of Marks/Weightage
CO 1	9
CO2	4
CO3	9
CO4	24
CO5	29
Grand Total	75

Row Labels	Sum of Marks/Weightage
Analyze	5
Apply	10
Create	30
Evaluate	5
Understand	20
Grand Total	75

SW 544B Social Policy and Planning for Community Practice

Model Question Paper

Time: 3 Hours		Max Marks: 75		
PART A: Answer all questions in not less than 50 words.		Course Outcome	Bloom's Level	Marks/ Weightage
1.	Social policy	CO1	Understand	2
2.	Social planning	CO1	Understand	2
3.	NGO advocacy	CO2	Understand	2
4.	Lobbying	CO2	Understand	2
5.	Community well-being	CO3	Understand	2
6.	Need assessment	CO3	Understand	2
7.	SDGs	CO4	Understand	2
8.	Community Practice	CO4	Understand	2
9.	Media advocacy	CO5	Understand	2
10.	Advocacy	CO5	Understand	2
PART B: Answer all questions in not less than 300 words, choosing among options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
11.	Explain dynamic relationship between policy and planning OR Analyse impact of historical policies on contemporary planning.	CO 1	Analyze	5
12.	Explain Social Policy Formulation Process in India. OR Discuss Civil society engagement. Based on your field work experience in policy formulation	CO2	Apply	5
13.	Illustrate how role of social planning in translating broader social policies into actionable strategies OR Evaluate any one case study on successful social planning initiatives and their impact on community development.	CO3	Analyze	5
14.	Evaluate the Relevance of SDGs to Community Development. OR Evaluate the role of any one international development agencies in community practice.	CO4	Evaluate	5

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15.	Appraise the role of advocacy vs. lobbying OR Highlight the role of advocacy in promoting social change and influencing policies.	CO5	Evaluate	5
Part C: Answer all questions in not less than 850 words, choosing among the options given within each question.		Course Outcome	Bloom's Level	Marks/ Weightage
16.	Based on your fieldwork experience, formulate a policy for the wellbeing of the community OR Develop a Policy Analysis Framework based on your fieldwork experience, formulate a policy for the wellbeing of the community	CO2	Create	15
17.	Develop a project based on any one of the SDGs on the basis of your Community Field work practice. OR Evaluate your capability for advocacy on the basis of your Community Field work practice	CO5	Create	15

Row Labels	Sum of Marks/ Weightage
CO 1	9
CO2	24
CO3	9
CO4	9
CO5	24
Grand Total	75

Row Labels	Sum of Marks/ Weightage
Analyze	10
Apply	5
Create	30
Evaluate	10
Understand	20
Grand Total	75

