



SREE SANKARACHARYA UNIVERSITY OF SANSKRIT
KALADY, KERALA



Syllabi of **Master of Social Work**

Outcome Based Teaching Learning and Evaluation (OBTLE)



DEPARTMENT OF SOCIAL WORK

APRIL 2019

DEPARTMENT OF SOCIAL WORK
SREE SANKARACHARYA UNIVERSITY OF SANSKRIT

Scheme and Syllabus
OF
PG PROGRAMME IN SOCIAL WORK
Master of Social Work (MSW)

(OBTLE-Outcome Based Teaching, Learning and Evaluation)

APRIL 2019

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Introduction

The Department of Social Work is established in 1995 and belongs to the Faculty of Arts and Social Sciences. Department offers post graduate programme in Social work (MSW). The Social Work programme offers interdisciplinary academic and research possibilities that critically opens up local and global discourses on health, development and marginalization, gender, and family, identity, rights and justice. The field practicum component, which is an integral part of the MSW curriculum, offers opportunities for the students to spend time in close proximity with communities, NGOS and various social movements. Such close association lays the foundation for critical and alternative perspectives on one's own society. The course thus will provide the students with strong theoretical underpinnings and expose them to the dynamics and complexities of the social world.

The Social Work discipline and profession aims at planning and implementation of social policies, services and programmes needed to meet basic human needs and to support the development of human capacities and abilities. It facilitates change (1) within the individual in relation to his/her social environment; (2) of the social environment in its effect upon the individual; (3) of both the individual and social environment in their interaction. The ultimate aim of social work is to promote or restore a mutually beneficial interaction 'inter', 'intra' individual, and society in order to improve the quality of life for everyone.

The social work training and profession, despite having an existence of more than seventy five years in the country has progressed at snail's pace. It is still a yet to be developed profession and only very little effort has been made to make it indigenous or Indian. The profession still holds the theoretical and practical foundations of the west and has not made appropriate Indian adaptations. The picture is same in the context of Kerala and people consider it an alien profession. Hence an effort to acculturate and adapt the modern professional concepts and practices of social work to be conversant with the diverse socio-cultural and political realities of South Asia is a long pending plea and needs a pioneering initiation and continuous effort. At Sree Sankaracharya University of Sanskrit we are committed to nurturing an ever evolving discipline which is sensitive to the indigenous knowledge production, and at the same time open to the global initiatives in this area.

The Sree Sankaracharya University of Sanskrit was initiated and formed for the preservation and promotion of social and cultural heritage of India in general and Kerala in specific. The methodological approach was Interdisciplinary collaboration and indigenization of the traditional and modern theoretical and academic discourses in knowledge generation and dissemination for the betterment of the society. The sociological and geopolitical ecology around the University is of a

rural village inhabited by the middle and working class people. The Department makes use of all opportunities in engaging various extension activities in and around the campus. The post graduate programme offered by the Department (MSW) is recognized by the social work accreditation councils of UK, USA, Australia, Canada, and New Zealand. Our students get their recognitions and accreditations in these countries on the basis of the verification of the course modules they have done in the University and the field practicum they have done here in the programmes. There are a number of students who have got their professional career in social work in these countries and some of them also pursue their higher education programmes on the basis of the PG programmes offered by our department.

VISION

“To be an abode of excellence for nurturing and burgeoning young professional visionary social workers, who contribute to the augmentation of human and social capital for the nation through Participation, strategic change and empowerment.”

MISSION

“To make a distinction all the way through positive action and live out for establishing the utmost standards of performance in Social Work education and practice with an Indian perspective, through research, knowledge generation, facilitation, Training, consulting and extension works.”

“To mould young challenging professionals with right attitude, adequate knowledge, and proficient skill to work with individuals, groups, communities for effecting desired social changes at Local National and International realms”.

“To craft a constructive and transformative brunt on the existential conditions of people, academic life of the students within the University, and the communities and society at large.”

Programme Outcomes (POs) for PG Programmes

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Communication: Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including academic concepts and terminologies.

PO3. Self-directed and Life-long Learning: Engage in independent and lifelong learning in the broadest context of socio-technological changes.

PO4. Ethics: Understand different value systems including one's own, as also the moral dimensions of actions, and accept responsibility for it.

Programme Specific Outcomes (PSOs) of Department of Social Work

For the MSW Programme

PSO	PSO STATEMENT	TAGGING WITH POs
PSO 1	Engage with diverse population abiding with social work values, principles and ethics.	PO 3
PSO2	Critically and creatively engage with social work theory to develop reflexive and informed social work interventions while engaging with social situations.	PO 1
PSO3	Practice social work methods with individuals, groups, community and organizations	PO2, 3
PSO4	Engage in research informed practice and practice informed research	PO 4, PO1
PSO5	Analyze, formulate and advocate for social policies to advance social justice and equality	PO1, 2, 3 4
PSO6	Apply the knowledge of human behaviour and social environment	PO1, PO 3
PSO7	Develop competencies and leadership qualities to manage Development Projects and Organizations	PO4
PSO 8	Develop communication skills required for the effective social work practice with inter and intra personal client system and with society at large	PO2, PO4

General Structure of the MSW Programme

Choice Based Credit and Semester System (CBCSS)

Duration of Programme	4 semesters
Minimum Credits	88 Credits
General Core Courses	34Credits
Concentration Courses	12Credits
Elective Courses in Social Work	4 Credits
Multidisciplinary Elective	8 credits
Field Practicum 5 x 4 credits	20 Credits
Skill Development 4 x 1	4 Credits
Dissertation 01 x 06 credits	6 credits

Concentrations are

1. Development Social Work Practices (DSWP), *(Equal with formerly known Rural and Urban CommModule y Development)*
2. Health Social Work Practices (HSWP), *(Equal with formerly known Medical and Psychiatric Social Work)*
3. Family Social Work Practices (FSWP) *(Equal with formerly known Family and Child Welfare)*

FIELD PRACTICUM

Field Work is considered as the “**signature pedagogy**” of social work education. The purpose of field education is to connect the class room based theoretical/conceptual learning with the practice setting, thereby enabling the students to acquire practice skills. The students are to be placed in public institutions, welfare agencies, development Agency’s, community based Agency’s/non-governmental Agency’s working with children, youth, women and elderly for field practicum training in first two semesters. The students are placed in concentration specific agencies in the following semesters. The training equips the students to get hands on experience in different areas as well as according to their concentration area. With this training, it is emphasized – “doing” and deriving knowledge from that “doing”. There will be five field practicum courses (including the block placement) which is mandatory.

**CONTENT OF SYLLABUS OF MSW PROGRAMME IN OBTE WITH
COURSE CODES ALLOTTED (2019 onwards)**

Semester I (M)

Type of Course	Course Code	Course Name	Credits
Core	PSW M 12001	Introduction to Social Work Profession	4
Core	PSW M 12002	Social Theories and Social Work Perspectives	4
Core	PSW M 12003	Understanding Human Behavior and Social Environment – Part A	2
Core	PSW M 12004	Introduction to Social Work Research	2
Core	PSW M 12005	Society and Economy--- India and Kerala	2
Core	PSW M 12006	Development Communication	2
Field	PSW M 12007	Field Work(30 days)	4
Skill	PSW M 12082 (a)	Skill Development (12 days)	1
Total			21

Semester II (S)

Type of Course	Course Code	Course Name	Credits
Core	PSW S 12026	Social Work Methods -1- (SCW, SGW)	4
Core	PSW S 12027	Social Work Methods -2- (CO & SA)	2
Core	PSW S 12028	Understanding Human Behavior and Social Environment – Part B	2
Core	PSW S 12029	Qualitative and Quantitative Research Methods	2
Core	PSW S 12030	Social Policy, Legislations and Human Rights	2
Elective		Multi-disciplinary Elective (External)	4
Field practicum	PSW S 12031	Field Work(30 days)	4
Skill	PSW S 12082 (b)	Skill Development (12 days)	1
Total			21

Semester III (M)

Type of Course	Course Code	Course Name	Credits
Core	PSW M 12051	Development Administration	2
A.) Development Social Work Practices (DSWP)			
Concentration	PSW M 12052 (A)	Development: History, Discourses and theory	4
Concentration	PSW M 12053 (A)	Sectors of Development: Rural community	2
Or B.) Health Social Work Practices (HSWP)			
Concentration	PSW M 12052 (B)	Concept, Policies and Politics on Health	4
Concentration	PSW M 12053(B)	Health—knowledge, environment and practice	2
Or C.) Family Social Work Practices (FSWP)			
Concentration	PSW M 12052 (C)	Family - Concepts, Issues and challenges	4
Concentration	PSW M 12053 (C)	Women: - Empowerment and development.	2
Elective		Internal Elective	4
Elective	PSW M 12033	Personality development theories and Practices	
Elective	PSW M 12034	Human Resource Development for Service Organisations	
Elective	PSW M 12035	Ecology and Sustainable Development	
Elective	PSW M 12085	Methods and strategies of Assessment in Social Work interventions	
Elective	PSW M 12086	Family Life Education and Social Work Practice	
Elective	PSW M 12087	Natural Resource Management and Social Work Practices	
Elective		Multi-Disciplinary Elective	4
Field practicum	PSW M 12054	Field Work(30 days)	4
Skill	PSW M 12082 (c)	Skill Development (12 days)	1
Total			21

Semester IV (M)

Type of Course	Course Code	Course Name	Credits
Core	PSW S 12076	Counseling and Therapies	2
Core	PSW S 12077	Planning and Implementation of Development Projects	2
A.) Development Social Work Practices (DSWP)			
Concentration	PSWS12078 (A)	Sectors of Development: Urban community	2
Concentration	PSW S 12079 (A)	Ecology, Conflict and Development Issues	2
Concentration	PSW S 12080 (A)	Marginalization and Development	2
OrB.) Health Social Work Practices (HSWP)			
Concentration	PSW S 12078 (B)	Mental Health—knowledge, environment and practice	2
Concentration	PSW S 12079 (B)	Community Health Organisation	2
Concentration	PSW S 12080 (B)	Challenges, Challenged and Empowerment	2
Or C.) Family Social Work Practices (FSWP)			
Concentration	PSW S 12078 (C)	Population dynamics and Family planning	2
Concentration	PSW S12079 (C)	Working with children and youth	2
Concentration	PSW S 12080 (C)	Developmental Interventions across FLC	2
Field practicum	PSW S 12081	Field Work(30 days)	4
Skill	PSW S 12082 (d)	Skill Development (12 days)	1
Disserttion	PSW S 12083	Dissertation	6
Total			21
Field Practicum	PSW S 12084	Block Placement (30 days)	4

Semester wise Course Details

SEMESTER I

CORE. PSW M 12001 INTRODUCTION TO SOCIAL WORK PROFESSION

4Credits

Course Outcomes:

- CO1 Remember the milestones in the evolution of social work profession in the Indian and International contexts
- CO2 Understand the concept and characteristics of social work as a profession
- CO3 Apprise the fields and methods of social work with the emerging trends
- CO4 Analyze the contributions of allied disciplines and traditions to the profession
- CO5 Critically scrutinize the philosophical base of the profession
- CO6 Apply the social work values in the context of constitutional ethics
- CO7 Create a rational and scientific basis for the professional practices and interventions

Module 1

Professional Social Work: - definitions, conceptual evolution, goals, principles and functions. Attributes of profession and social work as a profession; -A Social Worker; qualities, skills, use of self, Ethical standards and dilemma (Code of Ethics) of ; Professional bodies: - regulatory mechanisms, Professional Associations at local, national and international levels:

10 Hours

Module 2

Historical development of Social work: - Charity to Professional Social work, Industrialism, Beginning of organized charity ad Welfare in Euro-American, Asian and African contexts; History of Social Work profession in India, social reforms and reformers, legislations and commissions, constitutional frame works, constitutional ethics, concepts and practices of major religions to social work – Hinduism, Christianity, Islam, Jainism and Buddhism. Social reformers in Kerala context – Vivekananda, Sree Narayana Guru, Christian Missionaries, Chattambi Swamikal, Prathyaksha Raksha Deva Sabha, Ayyankali, VakkomMaulavi
Historical evolution of Social work education: in Europe, USA, and in India, Major milestones and paradigm shifts, critical issues in social work education.

15Hours

Module 3

Philosophical Rationale of Social Work: - Source and development of Values and Assumptions of Social Work. Philosophical traditions and systems relevant to social work ideology, Indian

Philosophical systems and social work, Critical understandings on uniqueness of the individual, inherent worth and potentiality, right for dignity and determination, potentiality for self-direction from within, socialization of individuality, group and community, process and effectiveness of participatory and sustainable development from within, Autonomy within the democratic social frames, and public good, Environmental philosophies, Altruism and human rights, sociopolitical logic of development.

15Hours

Module 4

Social Work Methods – Definitions and basic understanding on, Primary Methods (Social Case Work, Social Group Work and Community Organization,) Secondary Methods (Social Action, Social Work Research and Social Welfare Administration.). Welfare model, right based social work, Strength based social work, Evidence based social work, Anti oppressive social work, grounded practices

10 Hours

Module5

Social Work practices in various settings:- - Primary and secondary settings. Traditional Settings: Family and child Settings, Medical and Psychiatric Settings, Industrial Settings, Educational Setting, Correctional setting, Community Development Setting. Emerging settings – Disaster management, HIV/AIDS management, Water and Environment, Gender and development, Geriatric Management, Peoples' movement, Good Governance, Corporate social responsibility, Social entrepreneurship

10 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and role plays– Assignments presentations

CO	CO Statement	PO/PSO	CL	KC	Class Sessions /Tutorial 1 Hrs	Lab/Field Hrs	Assessment
CO1	Remember the milestones in the evolution of social work profession in the Indian and International contexts	PO1/PO4/PSO2, O4	R	F	10	0	One word questions and answering
CO2	Understand the concept and characteristics of social work as a profession	PO1,2,3, 4,PSO5	R	F	8	0	Assignments and critical writings
CO3	Apprise the fields and methods of social work with the emerging trends	PO1 PSO2	An	C	8	0	Article reviews and Group Discussions
CO4	Analyse the contributions of allied disciplines and traditions to the profession	PO1 PO4 PSO4	An	C	8	0	Assignments and discussions
CO45	Critically scrutinize the philosophical base of the profession	PSO5, PO1, 2, 3 4	An	C	8	0	Short essay
CO6	Apply the social work values in the context of constitutional ethics	PSO6, PO1, PO 3	Ap	P	10	0	Assignments and discussions
CO7	Create a rational and scientific basis for the professional practices and interventions	PSO6, PO1, PO 3	C	P	8	0	Comprehensive writing as essay

Essential Readings

1. Choudary, Paul (1964) *Introduction to Social Work*, Delhi, Atma Ram and Sons,
2. Encyclopedia of social work in India and International Government of India (1987) Encyclopedia of Social Work, New Delhi : Publication Division (Social Welfare Ministry)
3. Herbert Bisno, (1952), *The philosophy of social work*, Washington, D. C, Public affairs Press
4. Misra, P.D. (1994), *Fields and Methods of Social Work*, Inter-India Publications.
5. Rambabu Botcha, (2012), Problems and challenges for social work education in India: some recommendations, *International journal of multidisciplinary educational research*, 1(3)

Reading List

1. Banerjee, G.R: (1961) *Papers on Social Work: An Indian Perspective*, Bombay, TISS
2. Barry, Norman (2002): *Welfare*, New Delhi, Viva Books
3. Bhattacharya,(2003) *Integrated Approach to Social Work in India*, Jaipur : Raj Publishing House
4. Dasgupta : (1964)*Towards a philosophy of Social Service*, New Delhi, Popular Books Co
5. Desai, M. (2000) *Curriculum Development on History of Ideologies for Social Change and Social Work*, Mumbai ,Social Work Education and Practice Cell
6. Fink, Arthur &et al.,: (1959)*The field of Social Work*, New York ,Holt Rinchart and Winston
7. Gore, N.S: (1965).*Social Work and Social Work education*, Bombay,Asia publishing House
8. Gayla Rogers et al, (2000).*Guide to the Social Work Practicum: A Team Approach* 1st Edition, Massachusetts,Cengage Learning
9. Heather Larkin , (2006),Social Work as an Integral Profession , *Journal of integral theory and practice*, 10 (2-4), 1-6
10. John Pierson, (2011), *Understanding social work: History and context*, England, Mc Graw Hill
11. Lawani, B. T. (2002) *Social Work Education and Field Instructions*, Pune,Centre For Social Research and Development
12. Durga Das Basu,(2008), *Introduction to the constitution of India*, London, Lexis Nexis
13. Mel Gay & Stephen A. Webb, (2009), *Social work theories and methods*, London ,Sage Publications
14. Panikar, K. N. (1995) *Culture, Ideology Hegemony, Intellectual and Social Consciousness in Colonial India*, New Delhi :Tulika Publication
15. Patel, Chhaya (1999) *Religion – Philosophical Foundation*, New Delhi : Rawat Publications

16. Professor Stewart Asquith, (2005), *The Role of the Social Worker in the 21st Century – A Literature Review*, Edinburgh, University of Edinburgh
17. Radhakrishnan, S.: (2009) *Indian Philosophy, 2 Vol*, Oxford, Oxford University Press
18. Sreedhara Menon, (1979), *Social and cultural history of Kerala*, New Delhi, Sterling publications Pvt Ltd.

CORE PSW M 12002 SOCIAL THEORIES AND SOCIAL WORK PERSPECTIVES

4 Credits

Course Outcomes:

- CO 1 Outline the historical development of Social work theory
- CO 2 Understand how social science concepts and social theories can be utilized for social analysis and social work intervention
- CO 3 Critically evaluate pros and cons of approaches to social change and social problems.
- CO 4 Apply social theory to evaluate discourses that shape and control national and international policies and perspectives
- CO 5 Demonstrate a critical perspective in dealing with ethical issues in the context of public discourses on contemporary debates.
- CO 6 Acquire skill in understanding and re-articulating arguments present in academic works on social work theory.
- CO 7 Create and present written texts with logical argument using social science theoretical terms

Module 1

Social theory-emergence of social science theories-Enlightenment, Modernity, Colonial Modernity, Post colonialism, post modernism, - experience and ideas- theorizing experience and its problems in the context of world and India.

6 Hours

Module 2

Social Science Concepts for understanding social world and Global Discourses

Power and Empowerment- Max Weber, Marx, Michael Foucault

Caste intersections, citizenship and identity-Gandhi and Ambedkar , Partha Chaterjee,

Structure and Agency - structuralism, Giddens, Marxism, Merton,

Victimhood Discourse - Joe Doezero

Identity and its critiques - Craig Calhoun, Aditya Nigam, Gail Omvedt

Intersectionality - bell hooks

Public Sphere & Civil Society - Habermas and Nancy Frazer, Neera Chandoke

Governance - Foucault and Agamben.
Fascism - Hannah Arendt
Social Space - Emile Durkheim, Bourdieu, Le Febvre
Risk society - Ulrich Beck
McDonaldization of Society – George Ritzer
Network Society - Manuel Castells
Queer Theory and Gender - Judith butler and Judith Halberstam, Nivedita Menon, P Geetha

16 Hours

Module 3

Social Problems and Social Perspectives

How the different theoretical perspectives facilitate newer understanding of social problems and how the emergence of identities bring to light other understanding of social problems Violence, Terrorism, Landlessness, Environmental problems, trafficking, Minority issues, Democracy and Politicization, Corruption, Poverty, issues of Children Women and Gender issues, Aged, Environment, HIV/AIDS, Suicides, issues related to Water and Natural Resources, Global Warming, Population, Migration, Health and Mental Health, Brain drain, Under employment, and Unemployment, issues of Education, Development dilemma and discourses

6 Hours

Module 4

Social Work Perspectives- Key concepts and theoretical discourses

Significance of Social Work experience as an important site of social analysis - Situating the emergence of different forms of social work theoretical perspectives: Humanism and Humanist Social Work, Feminism and Feminist Social Work, Marxism and Marxist Social Work ,Existentialism and Existential Social Work, Critical Social Work, Structural Social Work, Multicultural Social Work, Anti-Oppressive Social Work, Environmental/ Ecological Social Work

8 Hours

Methodology

Classroom lectures- Reading Materials and discussions- interaction with the field practitioners- seminar series on sociological theories-case presentations and media analysis-Assignments.

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Outline the historical development of social work theory	PO1, PSO2	R	F	6 Hrs	0	Written Test
CO2	Understand how Social science concepts and social theories can be used for social analysis and social work intervention	PO1, PSO2	Un	C	8	4	Analysis and presentation of a social problem
CO3	Critically evaluate pros and cons of theoretical approaches to social problems and social change	PO1, PO3/PSO1	Un	C	10	0	Test, Assignment, Book/article Review
CO4	Apply social theory to evaluate discourses that shape and control national and international policies and perspectives	PO1, PSO5	A	C & P	6	4	Policy analysis
CO5	Demonstrate critical perspective in dealing with ethical issues in the context of public discourses on contemporary debates.	PO3/ PSO 1, PSO5	E	C & P	8	4	Debate/ group discussion
CO 6	Acquire skill in understanding and re articulating arguments present in academic works on social science theory	PO2, PO3/ PSO , PSO 8	A	P & C	4	8	Debate
CO 7	Create and present written texts with logical argument using social science theoretical terms	PO2/PSO8	Cr	P	4	8	Written assignment on a social problem

Essential Readings :

1. Bose, Satheese Chandra & Varghese, Shiju Sam (Ed.). (2015): *Kerala Modernity- Ideas, Space and Practices in Transition*, New Delhi, Orient BlackSwan Private Limited
2. B.R, Ambedkar. (2015). *Annihilation of caste; The annotated critical edition* .New Delhi. Verso.
3. Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York, Routledge
4. Chatterjee, Partha. (2006). *Politics of the Governed – Reflections on Popular Politics in Most of the World*. New York, Columbia University Press.
5. Desai, Murli. (2002). *Ideologies an Social Work- Historical and Contemporary Analyzes*, New Delh, Rawat Publications
6. Fook, Jan (2016). *Social Work: A critical approach to practice*, New Delhi, Sage publications
7. Giden's, Anthony. (1996). *Capitalism and modern social theory : an analysis of the writings of Marx, Durkheim and Max webber*, Cambridge: Cambridge university press.
8. Gray, Mel & Webb, Stephen A. (2009): *Social Work- Theories and Methods*, London, Sage Publications
9. Mcdonald, Catherine. (2006). *Challenging Social Work-The Context of Practice*, New York. Palgrave Macmillan
10. Mckee, Alan. (2004). *The public sphere :An introduction* ,New York: Cambridge New York press
11. Woodward, K. (2004). *Questioning Identity: Gender, Class, Ethnicity*. London: Routledge

Reading List

1. Aloysius, G. (1997). *Nationalism Without A Nation in India*, New Delhi., Oxford University Press
2. Aloysius, G. (2005). *Interpreting Kerala's Social Development*, New Delhi. Critical Quest
3. Anderson, Benedict. (2015). *Imagined Communities-Reflections on the Origin and Spread of Nationalism*, New Delhi , Rawat Publications
4. Angamben, Giorgio. (2011). *The kingdom and the glory for theological genealogy of economy and government*, Redwood City, Stanford University Press
5. Arendt, Hannah. (2006). *Eichmaan in Jeriselum: A report on the Banality of Evil*, New York, Penguin Classics
6. Beteille, Andre. (2012). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*, OUP India.
7. Bourdieu, Pierre. (2005). *The social structure of the economy*. U.K: Polity press.
8. Chandoke, Neera. (2003). *The Conceits of Civil Society*, New Delhi , OUP

9. Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Post-Colonial Histories*, New Delhi, OUP
10. Foucault, Michel. (1983). The subject and power. In H. Dreyfus & P. Rabinow (Eds.), *Beyond Structuralism and Hermeneutics* (pp. 208-226). New York, The University of Chicago Press.
11. Fraser, Nancy. (2014). *Transnationalizing the public sphere*, Cambridge, Polity press
12. Fuller, C. J & Benei, Veronique. (2001). *The Everyday State and Society in Modern India*, London, C Hurst & Co Publishers Ltd.
13. Giddens, Antony. (2001). *The constitution of society: outline of the theory of structuration*. California, University of California Press,
14. Guru, Gopal (Ed.). (2009). *Humiliation-Claims and Context*, New Delhi, Oxford University Press
15. Guru, Gopal & Sarukkai, Sundar. (2012). *The Cracked Mirror-An Indian Debate on Experience and Theory*, Delhi, Oxford University Press
16. Habermas, Jurgen (1992). *The structural transformation of the public sphere*, Cambridge, Cambridge polity press
17. Halberstam, Judith. (1997). "Who's Afraid of Queer Theory?" In *Class Issues*, edited by Amitava Kumar, 256–275. New York, New York University Press.
18. Jodhka, Surinder S. (2012). *Village Society*, New Delhi, Orient Blackswan Private Limited
19. Munshi, Indra (Ed.). (2012). *The Adivasi Question: Issues of Land, Forest and Livelihood*, New Delhi, Orient Blackswan Private Limited
20. Nigam, Aditya. (2011). *Insurrection of Little Selves. Crisis of Secular Nationalism In India*. New Delhi, Oxford University Press,
21. Omvedt, Gail. (1995). *Dalit Visions-The anti-caste movement and the constructions of an Indian Identity*, Hyderabad, Orient Blackswan .
22. Philip, Kavita. (2004). *Civilizing Natures- Race, Resources and Modernity in Colonial South India* (New Perspectives in South Asian History), New Brunswick, Rutgers University Press
23. Powell, Fred. (2001). *The Politics of Social Work*. New Delhi, Sage Publications
24. Rama Raju, P.S. (2013). *Social Exclusion and Social Work*, New Delhi Commonwealth Publishers
25. Rao, Anupama (Ed.). (2003): *Gender and Caste, Kali for women*, New Delhi in Association with the Book review
26. Ritzer, George. (2013). *Mc Donaldization of Society*. (9th ed.). New York. Sage Publications
27. Sharma, Mukul. (2017). *Caste and Nature- Dalits and Indian Environmental Politics*, New Delhi, OUP India.

28. Calhoun, C. (1994). Social Theory and the Politics of Identity, in C. Calhoun (Ed.), *Social Theory and Identity Politics*. Oxford: Blackwell.
29. Waters, Tony. (2010). *The Distribution of Power Within the Community*, by Max Weber, Translated by Dagmar Waters, Tony Waters, et al.. Journal of Classical Sociology.
30. Weinreich, P and Saunderson, W. (Eds) (2003). *Analysing Identity: Cross-Cultural, Societal and Clinical Contexts*. London Routledge.
31. Werbner, P. and T. Modood. (Eds.) (1997). *Debating Cultural Hybridity: Multi-Cultural Identities and the Politics of Anti-Racism*. London: Zed Books.

COREPSW M 12003 UNDERSTANDING HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT - PART A 2 Credits

Course Outcomes:

- CO 1 Understand physical development of a person in environment, conception to adolescence
- CO 2 Understand psychological development of a person in environment, conception to adolescence
- CO 3 Understand social development of a person in environment across the conception to adolescence
- CO 4 Evaluate different theories of human behavior in Social Environment

Module 1

Theoretical perspectives on human behavior and social environment: Concepts of Human Growth and Development, Bio-Psycho-Social development model of Human Growth, Structure of the brain and Role of Nervous and Endocrinal system in regulating human behavior

5 Hours

Module 2

Biological and Social Development in Prenatal, Infancy and Childhood: Dynamics of human reproduction, early functioning of the neonate developmental milestones, Social Environment and related programs: Pre-Conception and Pre-Natal Diagnostic techniques (PCPNDT) Act 1994, Medical Termination of Pregnancy (MTP) Act 1971, Infertility, ICDS 1975.

8 hours

Module 3

Psychological Development in Infancy and Childhood:Theories of psychological development: Psychodynamic theory, Erikson's stages of development, Behavioral theories and applications,

Phenomenological theories- Carl Rogers, Cognitive Development- Piaget. Emotional development, Self-Concept, Self-Esteem. Intelligence and Intelligence testing, Multiple Intelligence theory of Howard and Gardner, Mental Retardation, Autism, Developmental disorders in children, Learning Disability
8 hours

Module 4

Biological and Social development in Adolescence: Adolescence- puberty, growths spurt. Body image and self concept, early and late maturations. Adolescent sexual activity, Sex education and empowerment, The social environment: Peers, Mass Media, School Environment, Child and Adolescent maltreatment.
5 hours

Module 5

Psychological development in adolescence: Erikson's Identity vs. Role Confusion Moral development- Kohlberg's theory of moral development, Eating disorders, emotional and behavioural problems, crime and delinquency.
4 hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – Assignments- case presentations and role plays.

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/F ield Hrs	Assessment
CO1	Understand physical development of a person in environment, conception to adolescence	PO1,PO4/ PSO4	U	C	6	2	Assignments & Discussion
CO2	Understand psychological development of a person in environment, conception to adolescence	PO1,PO2, PO3, PO4 /PSO5	An	P	6	2	Assignments & Discussion
CO3	Understand social development of a person in environment across the conception to adolescence	PO1/ PSO2	An	P	5	0	Assignments & Discussion
CO4	Evaluate different theories of human behavior in Social Environment	PO1, PO4/ PSO4	C	P	4	0	Case Analysis & Presentation

Essential Readings:

1. Alkire, S. (2002). *Dimensions of human development*. World Development, 30(2), 181- 205
2. Austrian, S. (2002). *Developmental theories throughout the life cycle*. New York: Columbia University Press.
3. Robbins, P., Chatterjee, P., &Canda, E. (2006). *Contemporary human behavior theory: A critical perspective for social work*. (2nd ed.). Boston: Allyn and Bacon.
4. See, L. (1998). *Human behavior in the social environment from an African-American perspective*. New York: Haworth Press.
5. Singh, N.& McKay, J. (1998). *Culture and mental health: Nonverbal communication*. *Journal of Child and Family Studies*, 7(4), 403-409.
6. Zastrow, C. and Kirst-Ashman, K. (2013). *Understanding Human Behavior and the Social Environment*(9th Ed.). Belmont CA: Thomson Publishing. Development, 84(2), 238-243.

Reading List

1. Ashford, J., Lecroy, C. & Lortie, K. (1997). *Human behavior in the social environment – A multidimensional perspective*. New York: Brooks/Cole.
2. Chartrand, T.L., Bargh, J.A. (1999). The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*, 76(6), 893-910.
3. Chilman, C.S. (1990). *Promoting healthy adolescent sexuality*. *Family Relations*, 39, 123-131. Cifone, J. (1993). Suicide prevention: A classroom presentation to adolescents. *Social Work*, 38, 197-203.
4. Crosby, D. & Van Goest, D. (1997). *Challenges of violence worldwide*. Washington, DC: NASW.
5. DeVore, W. & Schlesinger, E. (1991). *Ethnic-sensitive social work practice*. New York: Merrill.
6. Saleebey, D. (Ed.). (2006). *The strengths perspective in social work practice* (4th Ed.). Boston, MA: Pearson/Allyn & Bacon.
7. Seelau, S. & Seelau, E. (2005). Gender role stereotypes and perceptions of heterosexual, gay and lesbian domestic violence. *Journal of Family Violence*, 20(6), 363-371.
8. Seligman, M. & Darling, R. (1997). *Ordinary families, special children: A systems approach to childhood disability* (2nd Ed.). New York: Guilford.

CORE PSW M 12004 INTRODUCTION TO SOCIAL WORK RESEARCH 2 Credits

Course Outcomes:

- CO 1 Develop research attitude and aptitude in basic research process
- CO 2 Develop analytical skills within the field of social work research.
- CO 3 Incorporate the theories of social work in research.
- CO 4 Conceptualize, design and develop researchable problems in a systematic and scientific way.
- CO 5 Identify researchable area/topic in social work
- CO 6 Develop a research proposal be competent and discerning consumers of social science literature.

Module 1

Science: Concepts and Definitions. **Types of science:** Basic and Applied sciences, Natural science, Social Science. **Scientific research:** Scientific Knowledge, Scientific method & Scientific attitude, Social Phenomena, Applicability of scientific method in social phenomena. Social Analysis, Development of positivism and non -positivism, significance and deficiency of theorizing social

reality, critical theories- universality and subjectivity, significance of Social Work experience as an important site of social analysis. Questions of Ontology and epistemology

Logical Reasoning: Induction and Deduction, Theory and Theorems, Constructing a theory, Integration of Theory and Empirical Data, **Types of research** based on approach, objectives, time component and design. Base-line survey, need-identification studies, feasibility studies, review research, Hermeneutic research, Monitoring & Evaluation Research, Impact studies, Interdisciplinary research

Schools of research: Positivism, Interpretivism, Critical Realism, Feminist Methodology, Ethno-methodology, Phenomenology, And Socio-ecologic perspective. **12 hours**

Module 2

Steps in research: Formulation of Research Problem. Review of Literature. Concepts, constructs, Operationalisation of concepts, Hypothesis, Formulation of Hypotheses. Working out the Research Design, Defining the Universe of Study, Determining Sample Design, Administering the Tools of Data Collection, Analysis of Data, Testing of Hypotheses. Generalization and Interpretation, Reporting the Research.

6 hours

Module 3

Research design: meaning and importance. Components of a research design. **Types of research designs:** exploratory explanatory / descriptive, experimental, diagnostic, historical, evaluative

Experimental Research Design: pre & post experimental research design, quasi experimental, true experimental research design. (types in each research) **Sampling:** meaning and importance.

Sampling design: meaning and requisites of a good sample, Probability in sampling. **Types of sampling**– Probability and Non-Probability Sampling in Quantitative and qualitative Research.

8 hours

Module 4

Social Science Research: Concepts and definitions. Characteristics and purposes. **Social Work Research:** Concept, Definitions, Characteristics. Social Work Research as a method of Social Work. Development history and recent trends in Social Work research. Distinctions and similarities of Social Science research and Social Work research. Social Work Research and the Functions of Social Work, Role of Social Work Research in other methods of Social Work. **Ethics in Social Work Research:** National and International. **Social Work Research Process:** Identification of Problem, Need assessment, Selection of Social Work Research Design, Pre-Intervention Measurement (Data Collection), Introduce Intervention, Assess the Intervention Effects (Data Collection)

4 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Develop and nurture research attitude and aptitude in basic research process.	PO1,PO4/ PSO4	U	C	6	0	Assignments
CO2	Develop analytical skills within the field of social work research	PO1,PO2, PO3,PO4/ PSO5	An	P	8	2	Social and media analysis
CO3	Incorporate the theories of social work in research.	PO1/ PSO2	An	P	4	0	Social and media analysis
CO4	Conceptualize, design and develop researchable problems systematic and scientific	PO1,PO4/ PSO4	C	P	4	6	Preparing research proposals

Essential Readings:

1. Bryman, A. (2016). *Social research methods*, Oxford, Oxford university press.
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Delhi, New Age International.
3. Kumar, A. (2002). *Research methodology in social science*. New Delhi, Sarup & Sons.
4. Polansky, N. A. (Ed.). (1975). *Social work research: methods for the helping profession*, Chicag,. University of Chicago Press.
5. Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource*, Hoboken, John Wiley & Sons.

Reading List

1. Khun, T. (1962). *The Structure of Scientific Revolutions*, Khun, University of Chicago Press
2. Lunden, W. A. (1939). Young, Pauline V. *Scientific Social Surveys and Research*. Pp. xxix, 619. New York: Prentice-Hall, Inc., 1939. \$3.00. *The ANNALS of the American Academy of Political and Social Science*, 205(1), 151-152.

3. Rivas, J. (2010). Realism. For real this time: scientific realism is not a compromise between positivism and interpretivism. In *Scientific Realism and International Relations* (pp. 203-227). London ,Palgrave Macmillan
4. Ramachandran, P. (1990). *Issues in Social Work Research in India: A Collection of Papers of P. Ramachandran: a Felicitation Volume*, Mumbai,Tata Institute of Social Sciences.
5. Salas, M. A. (1993). *Battlefields of knowledge-the interlocking of theory and practice in social-research and development-* Normal Long(edt), New York, Routledge

CORE PSW M 12005 SOCIETY AND ECONOMY - INDIA AND KERALA 2 Credits

Course Outcomes

- CO 1 Develop ideas on the basic concepts in Society and economy
- CO 2 Analyse the social issues on the basis of sociological concepts and theories
- CO 3 Apply critical thinking skills in social and economic issues.
- CO 4 Analyse the economy in quantitative terms
- CO 5 Develop a perspective on different concepts in economy and to formulate development oriented planning

Module 1

Basic Sociological Concepts: sociology: Origin and growth of sociology and relationship with sociology with other science. Meanings and definition on sociology, Basic sociological Theories (any three) latest trends in sociology as social science. Basic concepts: society: Community, Group, Norms, Values, Beliefs, Culture.

6 Hours

Module 2

Social Institutions: Family, Marriage , Kinship, Religion, Education - Meaning, definitions, Characteristics, Importance and critical reflections. Culture, Values, Norms. Status and role: their inter-relation

3 Hours

Module 3

Intuitive factors for the existence and development of society, social process, socialization, social Deviance, social conflict, social change, Sanskritization: Definition, characteristics, agents, theories and critical reflections. Social Analysis, Community and diversity: critical thinking on Indian societies.

7 Hours

Module 4

Economics: Meaning and definition, Basic concepts in economics. Demand, Supply, National Income, Per capita Income, GDP, GNP, Inflation, Deflation. Types of economic system: Capitalism (Late Capitalism and speculative capital), Socialism, Mixed Economy, Welfare State, Concept of Neoliberalism, NeoColonialism and Structural Adjustments - Accumulation by Dispossession – David Harvey, McDonaldization of Society – George Ritzer

7 Hours

Module 5

Development economics in Development Perspectives - Meaning and Definition. Obstacles for the development of different countries: poverty, Unemployment, Migration- factors, Causes, Characteristics and remedial measures, international reflection in MDGs & SDGs functions of JLGs, SHG & NHGs. Role of social worker in economic planning and development

7 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorials Hrs	Lab/Field Hrs	Assessment
CO 1	Develop ideas on the basic concepts in Society and economy	PO1/ PSO2	U	F	6	0	Assignments
CO 2	Analyse the social issues on the basis of sociological concepts and theories	PO1/ PSO3	An	C,F	6	0	Assignments and Short film presentations
CO3	Apply critical thinking skills in social and economic issues.	PO1/ PSO1 PSO2	Ap	Pr	4	3	Assignments and Debates
CO4	Analyze the economy in quantitative terms.	PO1/ PSO2	An	Pr	4	0	Assignments
CO5	Develop a perspective on different concepts in economy and to formulate development oriented planning	PO1, PO3/ PSO3	Cr	Pr	4	3	Field oriented assignments

Essential Readings:

1. Dhar, P.K. (2003) *Indian Economy and its Growing Dimensions*, New Delhi, Kalyani Publications
2. Baumol, William J& Blinder, Alan .S (2008) *Economics-Principles and Policy*, USA Cengage Learning
3. Jhingan, M.L. (1992). *The Economics of Development and Planning*, New delhi, Konark Publications
4. Johnson, Harry. M. (1960) *Sociology: A Systematic Introduction*. New Delhi, Allied Publishers.
5. Kapila, Uma. (2008) *Indian Economy since Independence*. New Delhi, Academic Foundation
6. Rao, C.N, Sankar (2015). *Indian Social Problems: A Sociological Perspective*, New Delhi, S. Chand Publications
7. Rao, C.N, Sankar (2004) *Sociology of Indian Society*, New Delhi, S. Chand Publications
- 8.

Reading List:

1. Bhagavaty.J. (1966) *The Economics of Under-Developed Countries*. New York, World University Library
2. Gwartney, James D. (1976) *Economics Private and Public Choice*, New York, Academic Press
3. Hasan Zoya (ed) (2000). *Politics and the State in India*, New Delhi: Sage
4. *Human Development Report*, UNDP, New Delhi, Sage Publications
5. *India Human Development Report (1999)*, New Delhi: Oxford University Press.
6. K, H. Rawat. (2013) *Contemporary Sociology*. New Delhi, Rawat Publications
7. K.V, Varghese (1985). *Economic Problem of Modern India*. New Delhi, Asish Publishing House
8. M.L, Seth. (1967). *Theory and Practice of Economic Planning*, New Delhi, S. Chand Publications
9. Sayed Sajid & Husain Zaidi (1994) *Economic Problem of India*, Calcutta, South Asia Books
10. Siddiqui, H. Y. (2004) *Social Development in Indian Subcontinent*, Jaipur, Rawat Publications
11. Srinivasan, R. (Ramaswamy) Pinto, M., Aiyar, S. Prabhakar. (1990). *Development and administration: Essays in memory of Professor S.P. Aiyar*. Bombay: Himalaya Pub. House.
12. World Development Report, World Bank

COREPSW M 12006DEVELOPMENT COMMUNICATION2 Credits

Course Outcomes:

- CO 1** Understand origin, evolution and development trajectories of Development Communication
- CO 2** Understand different means of communication in and for the development
- CO 3** Apply the appropriate communication models in the development process among a diverse population.
- CO 4** Creatively use different media of communication for effecting social change
- CO 5** Identify emerging trends in communication fields for creative use of their scopes and possibilities in development process.
- CO 6** Develop strategies of communication for development of underprivileged and marginalized population

Module 1

Development communication: concept and definition. Origin and Development: MacBride Commission, NWICO, New Delhi Declaration 1976, UN approach to communication for development. Theoretical paradigms: Modernization Theory, Diffusion of Innovations Theory, Dependency theory, -Cultural imperialism, Entertainment- Education, Participatory approach. Legal Controls and Freedom of Expression

10 Hours

Module 2

Communication Approaches and strategies: Models of Communication - Linear model (Shannon and Weaver), SMCR model, Schramm model, Barnlund, Psychology of communication, Interactive model, Transactional model). Communication Noise and context. Interpersonal communication, Group and mass communication, CommModule y Mobilization & events, Peer education, ICT for development, Behaviour Change Communication, Information Education and Communication [IEC], Public Opinion, Propaganda, Indigenous knowledge for development, Social marketing, Media advocacy, Disability Communication. Theatre, Cinema.

10 Hours

Module 3

Media for development communication: Concept and practices of media production -Electronic, print and stage- Journalism and reporting, Media Analysis, Content development. Folk media: puppetry, folk drama, folk songs, folk dances, street plays, drama, Interpersonal media; Flash cards, flannel graphs, flip charts, Audio Visual projections. Mass media: Radio, commModule y radio, Television, Film shows, Print, Posters. Social media, Blogs, Vloges.

7 hours

Module 4

Communication and social change: Education as an instrument of social Change, Types of Education, Gandhi, Tagore and Marx on Education, Concept of Paulo Friar: Critical Pedagogy, Action reflection praxis, Conscientisation, Cultural Revolution, Liberation and Transformation of society through education. Participatory Communication Model. Cross Cultural Communication.

8 Hours

Module 5

Essential Communication models for social workers: Public speech, Training, classes, lectures, workshops, role-play, demonstration, seminars and presentations - Purpose, methods, modules and techniques of them. Event management in social work settings

8 Hours

Methodology

Lecture classes, Tutorials, Assignments, Discussions on media of development communication, workshop on different models, presentations of models of communication, Theatre workshops, Practical sessions for seminars, symposium, training etc.

CO.	CO Statement	PO/ PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/ Field Hrs	Assessment
CO1	Understand origin, evolution and development trajectories of Development Communication	PO1/ PSO 2	U	F	4	0	Written Examinations
CO2	Understand different means of communication in and for the development	PO2/ PSO 2	U	C, P	4	0	Assignment and Presentations
CO3	Apply the appropriate communication models in the development process among a diverse population.	PO3, PO4/ PSO1, PSO3, PSO6	Ap	P, M	2	4	Practical presentations on strategies and techniques in development Communication
CO4	Creatively use different mediums of communication for effecting social change	PO2/ PSO1, PSO3	C	P	3	0	Real life experiments
CO5	Identify emerging trends in communication fields for creative use of their scopes and possibilities in development process.	PO1, PO3/ PSO2, PSO3	An	F, C, P	3	0	Tutorial, Media Analysis
CO6	Develop strategies of communication for development of underprivileged and marginalized population	PO1, PO4/ PSO1, PSO2, PSO3, PSO7	C	P, M	00	4	Mock Presentations and Real time implementations

Essential Readings

1. Campbell, R., Martin, C. R., & Fabos, B. (2014). *Media & culture: Mass communication in a digital age*. New York, Bedford/St. Martin's.
2. Dahama, O.P. (1988) *Education for Development and communication*. New Delhi, Oxford and IBH Publishing.
3. Servaes, Jan. (2008) *Communication for development and social change*. New Delhi, Sage Publications for UNESCO.
4. Tewari, I.P. (1987) *Communication, Technology and Development*. New Delhi, Publications Division, Ministry of I&B.
5. Mefalopulos, Paolo. (2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. Washington, DC © World Bank

Reading List

1. Chambers, R. (2002) *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* [Education + Training, Vol. 44 Issue: 8/9]. London & Sterling VA: Earthscan
2. Lewis, Hedwig. (1998) *Body language Guide for Professionals*. New Delhi, Response Books
3. McPhail, Thomas L. (2009) *Development communication: reframing the role of the media*. UK, Blackwell Publishing Ltd.
4. Melkote, Srinivas R. (1991) *Communication for development in the Third World*. New Delhi, Newbury Park, Calif. : Sage Publications
6. Narula, Uma.; Pearce, W. Barnett. (1986) *Development As Communication: A Perspective On India*. Illinois, Southern Illinois University Press.

FIELD PRACTICUM PSW M 12006 FIELD PRACTICUM – I

4 Credits

Course Outcome

CO 1 Familiarize with the geographical and socio political structure of a community and its environment

CO 2 Identify problems in the community, its causes and resources available to deal with those problems

CO3 Apply and integrate social science theories in analyzing the society and social problems.

CO 4 Become familiar with the working of social work agencies in the society.

CO 5 Acquire skills in organizing and leading a community camp of ten day duration

CO 6 Implement a community intervention program/ project based on community learning.

CO 7 Develop skill in documentation and writing reports

CO 8 Make visual and oral presentations based on the community analysis and projects undertaken

Field Practicum - I is composed of three segments

1. Community Camp
2. Observation visits of social work organizations
3. Community Field work

COMMUNITY CAMP PROCEDURE

OBJECTIVES

A community camp will be arranged in the first semester. Usually there is a tendency to treat theory and practice or actual social situation and classroom learnings as disconnected separate entities. Community camp will be the first attempt by the department to help the students to bridge this gap and hence should be carefully incorporated into the curriculum. Care should be taken to organize community camp in such a way as to enhance the insights of the students in the foundational/core courses of social science concepts, Social analysis – India and Kerala society

Scope of the camp

- The work undertaken in the camp can range from participating in a reconstruction work, rehabilitation projects, in campaigns, social action projects to research projects. The camp can also be conducted in remote rural areas, urban slums, with populations undergoing traumatic experiences, in spaces for differentially enabled people etc.
- It provides the students with an opportunity to work with diverse populations in terms of ethnicity, socio economic status so as to enable the students to have greater respect for diversity and sensitivity towards inequality and injustice.
- The work undertaken in the community should not be inconsiderate of the environmental balances, gender equality, professional and ethical values of social work.
- The camp would be organized in such a manner as to help the students have maximum experience in community living and hence should be encouraged to live with the community members as much as possible without encroaching upon their cultural specificities.
- The camp also provides the students an opportunity to work and live together as a team and this will be the first in a series of activities undertaken by them in the two year course work.
- Student is considered as adult learner and hence will be having, in consultation with the faculty supervisor, the full responsibility in planning and executing the objectives of the camp and ensuring that those objectives are met.
- Students are expected to submit a detailed record of the camp activities.

Modus Operandi of the camp

A committee consisting of elected representative of first semester students and supervisory teacher together will decide upon the venue of the camp and the work to be undertaken keeping in sight the objectives of the camp. Financial requirements exceeding the amount sanctioned by the university should be met by the students, which can also be raised through community participation. The supervisory teachers and camp coordinators can plan daily routine and day leaders of the camp. Care should be taken to see to it that every student in the batch had got an opportunity to share and give leadership in most of the camp activities. Mode of evaluating the camp can be flexible and be finalized by the concerned department council in accordance with the nature of the camp.

Accompanying faculty members shall be eligible for TA, DA as per the university rules. They should also get compensatory leave for the holidays during the programme.

The University may provide a share (preferably 50 percent) of the expenses of the camp as a grant from the University. The rest of the financial requirement shall be raised by the students

from themselves and community participation in forms of money and kind. The students under the supervision of the teacher in charge will maintain a proper and meticulous accounting. The final statement of accounts will be presented in the department for the final settlement of the camp programme.

Participation in the camp is compulsory. If for some genuine health reason, a student is unable to participate in the camp, he/she will have to compensate for the absence, for an equivalent period, with additional fieldwork in the agency in which he/she is placed for concurrent fieldwork. The compensation should be completed within that semester itself, failing which s/he will have to discontinue the course and rejoin with the next semester batch. This programme will be a component of the First Semester Field Work Programme. Camp will be of ten-days duration.

Observation visits

Visits to different organizations/ agencies working in the government sectors are arranged in the first semester. These visits aim to expose the students to the organizations working in various settings with various target groups. It helps students to get an idea of the existing modes of social welfare/work interventions and practice, the elements of professionalism, the issues and problems involved. The settings broadly includes:-

1. Prisons
2. Special Schools
3. Old age homes
4. Adoption Centers/Agencies
5. Mental Health care Institution
6. Rehabilitation Centers
7. Sexual Health Intervention projects
8. Entrepreneurship Development /Training Centers
9. Agencies/ Panchayath successfully implementing community department programmes
- 10.** Agencies addressing environmental issues
- 11.** Other agencies, the Department finds suitable for the Social Work Students.

Community Field Work

In the first semester the students will be placed in the near by community either independently or in collaboration with a development agency (Governmental or Non Governmental) after their

observation visits and Community camp. The community field work in the 1st semester aims to expose the students to the rural and urban communities of our state. In this process they also get an understanding of the community life, their culture, practices, tradition, needs, problems etc. It provides an opportunity to learn to build rapport with people in community and to improve communication skills, analytical skills, observation etc.

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Familiarize with the geographical and socio-political structure of a community and its environment	PO 3, PSO 1	U	F, C			Reports and presentations
CO2	Identify problems in the community, its causes and resources available to deal with those problems	PO1, PO 3, PSO 1	An	F, C			Reports and Presentations, field action projects undertaken in the community
CO3	Apply and integrate social science theories in analyzing society and social problems	PO1, PSO2	A	C			Reports and written assignments
CO4	Become familiar with the working of social work agencies in the society	PO3, PO4, PSO 7	U	C, P			Repoerts and presentations
CO5	Acquire skills in organizing and leading a community camp of ten days duration	PO4, PSO 7	C	P			Community camp organization, duties executed in the camp, evaluation sessions
CO6	Implement a community intervention programme/project based on community learning		C	P			Evaluation of project implemented
CO7	Develop skill in documentation and writing reports	PO2, PO4 PSO 8	C	P			Report
CO8	Make visual and oral presentations based on the community analysis and projects undertaken	PO2, PO4, PSO 8	C	P			Presentation

SKILL DEVELOPMENT PSWM 12082 (a) SKILL DEVELOPMENT -I

1 Credits

Course Outcomes

CO 1 Soft Skills - Acquire soft skills necessary for social work profession like communication, decision making, time management, positive attitude, leadership and self motivation.

CO 2 Presentation - Acquire skills in different presentation styles

CO 3. Team Work - connect and work with others to achieve a particular task.

CO 4 Creativity - create an awareness raising program/advocacy on any contemporary social issue utilizing the possibilities of social media, communication techniques, art forms, and theatre.

Module 1 - Soft Skills -communication, decision making, time management, positive attitude, leadership and self motivation.

Module 2 -Presentation - Presentation styles - preparation of

Module 3 - Creativity - Participation in various skill enhancement training workshops conducted during the semester

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Acquire soft skills necessary for social work profession like communication, decision making, time management, positive attitude, leadership and self motivation	PO 2, PSO 8	U	F, C	6	18	Workshop participation
CO2	Acquire skills in different presentation styles	PO 2, PSO 8	An	F, C	10		Presentations
CO3	Connect and work with others to achieve a special task	PO 4, PSO 3	A	C		20	Team work in the different activities taken up in the semester
CO4	Create an awareness raising programme/advocacy on any contemporary social issue utilizing the possibilities of social media, communication technique, art forms and theatre	PO 2, PO4, PSO 2	U	C, P	5	20	Materials and format created for the project

SEMESTER II

CORE PSW S 12026SOCIAL WORK METHODS -1 SOCIAL CASE WORK (SCW) & SOCIAL GROUP WORK (SGW)

4 Credits

Course outcomes

- CO 1** Understand and appreciate Social case work as method of Social Work.
- CO 2** Understand Social Group Work as methods of Social Work.
- CO 3** Advance the skills with the basic methods, one to one and one to group.
- CO 4** Evolve an understanding of the applicability of these methods in different settings.

Module 1

Social Case Work- Definition, Concepts relevant to Social case Work- Human need, ego, Social role, stress and adaptation. Historical Development, Components of Social Case Work- person, problem, place, process and case worker, Objectives, Principles.

10 Hours

Module 2

Approaches- psychosocial, psychoanalytical, problem solving, functional and behaviour modification, Eclectic, Existential, Cognitive. Social Case Work process- study, diagnosis, treatment, evaluation, termination, follow-up and rehabilitation.

6 Hours

Module 3

Attributes of casework relationship-Warmth, empathy, genuineness, authority, transference and counter transference. Skills, Tools (listening, observation, Interview, home visits, collateral contacts, referrals) and Techniques (ventilation, emotional support, action-oriented support, advocacy, environment modification, role-playing and confrontation). Case work Interview: interviewing process and stages. Recording in Case Work- purpose, scope, and types. Scope of Social case Work in different settings. Social Case Work as a method of Social work

10 Hours

Module 4

Social groups and social work groups– Definition, types of groups, characteristics and significance. Group Dynamics; bond, acceptance, isolation, rejection, Group structure and process: Group morale and leadership. Frustration and Conflict: types of conflict (Approach- Approach, Avoidance-Avoidance and Approach –Avoidance)

6 Hours

Module 5

Social group Work- Definition, Historical development, Relevance and Objectives, Principles. Group development-stages. Group work process- intake, Study, diagnosis and treatment. Skills and Techniques, Qualities of a group worker. Programmes in Social Group Work, Programme planning and development. Models of social group work- Social goal model, remedial model, reciprocal model, neuro linguistic model, self-help model. Recording-purpose and types. Application of Group work in contexts of different settings. Social Group work as a method of Social Work practice.

6 hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – role-plays - assignments

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab /Fie ld Hrs	Assessment
CO1	Understand and appreciate Social case work as method of Social Work.	PO1/PS O2,PSO3	U	C,F	15	00	Assignments and presentations
CO2	Understand Social Group Work as methods of Social Work.	PO1/PS O2,PSO3	U	C,F	15	00	Assignments and presentations
CO3	Advance the skills with the basic methods, one to one and one to group.	PO2/PS O2,PSO3	U	F	10	6	Assignments and presentations, Visit to Agencies working with individual and group
CO4	Evolve an understanding of the applicability of these methods in different settings.	PO3,PO4 /PSO3,P SO8	Ap	C	8	6	Assignments and presentations, Field Visit to Agencies working with individual and group

Essential Readings:

1. H. H. Perlman(1957).*Social Case Work: A problem solving process*, London, University of Chicago Press
2. Hamilton, Gordon (1951). *Theory and Practice of Social Case Work*, Columbia University Press,
3. Konopka G (1983), *Social Group Work : A helping process* (3rd ed), Englewood Cliffs, N J: Prentice Hall
4. Mary, Richmond (1965).*Social casework-a problem solving approach*, Chicago. The University of Chicago press
5. Mathew, Grace (1992). *Introduction to Social case Work*, Bombay, Tata Institute of Social Sciences
6. Timms, N. (1966). *Social casework: principles and practice*, London, Routledge & Kegan Paul.
7. Tosland Ronald W& Rivas Robert (1997). *Introduction to Group Work Practice*, Boston , Allyn and Bacon
8. Trecker, Harleigh B (1948). *Social Group Work- Principles and Practice*, New York, The Woman's press
9. Young Husband Eileen (1966). *New Developments in Case work*, London, George Allen & Unwin Ltd

Reading List

1. Balgopal, P and Vanil T, (1953), *Groups in Social Work: An ecological perspective*, Network, Macmillan
2. Bhattacharya, S. (2009). *Social case work administration and development*. New Delhi: Rawat Publications.
3. Garret A(1995). *Interviewing its principles and method*, Families Intl
4. Hamilton Gordon (1946). *Principles of Social case Recording*, The New York school of Social Work, Colomba University Press.
10. Hartford, M. (1971), *Groups in Social Work*, New York, Columbus University Press
5. Jeffrey, K. A., & Shepard, D. S. (2009). *Counseling: Theories and practice*. New Delhi: Cengage Learning India Pvt. Ltd.
6. Mathew Grace (1993). *An introduction to social casework*, Bombay, TISS
7. Northern Helen & Kurland Roselle (2001).*Social Work with groups*, Columbia, Columbia University Press
8. Robert, W. Roberts and Robert, H. Nee(Ed) (1970). *Theories of social case work*, Chicago, The university of Chicago Press.
9. Ronald W. Tosel & and Robert F. Rivar (1955), *An Introduction to Group Work Practice*, Manachuseths, Allyn &Baion
10. Samuel T. Gladding (1995): *Group Work, a Community Specialty*, London: Prentice Hall Int.
11. Zastror H. C. (2003). *The practice of social work*. Canada, Thomson learning Academic Resource Center

**CORE PSW S 12027SOCIAL WORK METHODS – 2 COMMUNITY
ORGANIZATION (CO) & SOCIAL ACTION (SA)
2 Credits**

Course Outcomes

- CO 1** Understand community, community organization & Social action movements
- CO 2** Sketch the history of community organizations in India and abroad
- CO 3** Understand the new practices in community organization and social action movements.
- CO 4** Understand power and power structure of the community
- CO 5** Learn theories related to community, leadership, community organization and social action
- CO 6** Analyzing the problems at the community and organizational level
- CO 7** Learn different approaches in community work
- CO 8** Apply the role of a Social worker in Community organization and social action movements

Module 1

Community – meaning, structural and functional types- Rural, Urban, Tribal, Maritime and Professional. Community- Structure Community power structure and Sources of Power, Leadership-concept and types of Community leaders, skills, qualities of a good leader. Theories of Community; (Community structure theory)

6 hours

Module2

Community Organisation- Definition, Objectives, principles, Historical Development of Community Organization, Approaches to Community Work, Neighborhood Development, Community Organization as a method of Social work, Difference between Community Organization and Community Development. Community Organization Theories; Systems and Ecological Theory

8 hours

Module3

Phases in Community Organization- study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation, Networking, Resource Mobilization , community chest, Peoples' Participation, community empowerment. Skills and techniques in Community Organisation, Scope of Community Organisation

6 hours

Module4

Social Action- concept and objectives of Social Action, Methods and strategies of Social Action, Social Processes in Social Action, Scope of Social Action in India, Role of Social worker in Social Action, Theories of Social Action; Application of Artificial Intelligence(AI) in Social Action.

6 hours

Module 5

Social Movements- concepts and objectives, Methods and strategies, Social Movements in India, Social Movements through Social Media, Women in social movements, Gender Perspectives in Social Movements, Social Movement Theories

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments

CO	CO Statement	PO/PSO	CL	KC	Class Session s/Tutorials Hrs	Lab/ Field Hrs	Assessment
CO 1	Understand community, community organization & Social action movements	PO1/ PSO1, PSO3	U	C	3	00	Assignment on community organization & Social action movements
CO 2	Sketch the history of community organizations in India and abroad	PO1/PSO1 ,PSO3	U	F	3	00	Literature survey to compare history of CO in India & abroad
CO 3	Understand the new practices in community organization and social action movements	PO1/PSO1 ,PSO3	U	C	3	2	Recording new practices in CO & SA after visiting ongoing SA movement
CO 4	Understand power and power structure of the community.	PO1/PSO1 ,PSO2,PS O3	U	C	3	00	Tutorial – Social analysis of a community to understand power structure
CO 5	Learn theories related to community, leadership, community organization and social action	PO1/PSO1 ,PSO3	U	C	3	00	Assignment on CO&SA theories
CO 6	Analyzing the problems at the community and organizational level	PO1/PSO1 ,PSO2,PS O3	U, An	C, P	3	2	Record the problems of a particular community after visit
CO 7	Learn different approaches in community work	PO1/PSO1 ,PSO3	U	C	3	00	Power point presentation on approaches in community work
CO 8	Apply the role of a Social worker in Community organization and social action movements	PO1,PO2/ PSO1,PSO 3	Ap	C,P	2	3	Tutorial- participate in Community organization and social action movement

Essential Readings:-

1. Biklen, D. (1983) *Community Organizing: Theory and practice*, Englewood Cliffs, N. J.: Prentice Hall.
2. Christopher, A.J., and Thomas William. (2006). *Community organization and social action*. New Delhi: Himalaya Publications.

3. Gangrade, K. D. (1997). *Community organisation in India*, New Delhi: Popular Prakashan
4. Hardcastle, D. A., Wenocur, S. and Powers, P. R. (1997) *Community Practice. Theories and skills for social workers*, New York: Oxford University Press.
5. Rivera & Erlich, (1995). *Community organising in a diverse society*. Boston: Allyn and Bacon.
6. Ross Murray G (1965). *Community Organisation: Theory and Principles*, New York, Harper and Row Publication
7. Siddiqui, H. Y. (1977). *Working with communities*. New Delhi: Hira Publication.
8. Siddiqui, H. Y. (1984) *Social work and social action*.(ed.), New Delhi: Harnam Publications

Reading List

1. Banmala. Community Organisation, Indian Institute of Youth Welfare, Nagpur
2. Batten TR (1962). *Training for Community Development*, London, Oxford University Press
3. Cox M. Fred et. al. (2005). *Strategies of community organization*. 4th Edition. New Delhi: Peacock Publishers.
4. Dasgupta, Sugata. (1980). *Social Movements*, Encyclopaedia of social work in India, New Delhi: Press Division, G02
5. Dunham, A. (1958) *Community Welfare Organization. Principles and practice*, New York. Thomas Y. Crowell Co.
6. Fred, Milson. (1974). *An introduction to community work*. London: Routledge and Kegan Paul
7. Johri, Pradeep Kumar. (2005). *Social Work and Community Development*. New Delhi: Anmol Publications Pvt. Ltd.
8. Kramer, R. M. and Specht, H. (eds.) (1969) *Readings in Community Organization Practice*, Englewood Cliffs, N. J.: Prentice Hall.
9. Kumar, Somesh. (2008). *Methods for community participation*. New Delhi: Vistar Publications
10. Payne Malcolm (1995). *Social Work and Community Care*, London, Macmillan Co.
11. Piven, F. F. and Cloward, R. (1977) *Poor People's Movements*, New York, Vintage
12. Rothman, J. (1968) 'Three models of community organization practice' in *Social Work Practice*, New York: Columbia University Press.
13. United Nations Children's Fund, Geneva (Switzerland), (1982). *Community Participation: Current issues and lessons learned*. Washington, D.C.: Distributed by ERIC Clearinghouse,.
14. Whitcher, Jenny, et al. (2011). "*Community Organizing Handbook, 2nd Edition.*" : *Center for Community Engagement and Service Learning*, Denver University of Denver

CORE PSW S 12028 UNDERSTANDING HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT – PART B

2 Credits

Course Outcomes:

- CO 1** Understand physical development of a person in environment, young adulthood to death
- CO 2** Understand psychological development of a person in environment, young adulthood to death
- CO 3** Understand social development of a person in environment across the young adulthood to death
- CO 4** Evaluate different theories of human behavior in Social Environment

Module 1

Biological Development among Young and Middle Adulthood: Biological aspects of young and middle adulthood: Young adulthood, the age span of middle adulthood and physical changes in middle age, Female menopause, Male climacteric, Middle life crisis, Sexual functioning in middle age. Aspects of Social and Economic Forces: Attitude, Prejudice, Stereotyping, Discrimination, and Oppression.

5 Hours

Module 2

Psychological Aspects of Young and Middle Adulthood: Erikson's Intimacy Vs Isolation and Generativity Vs Stagnation, Maslow's hierarchy of needs, emotional, Chemical Substances use and abuse. Schizophrenia, Mood disorders, (Neuroses), Personality disorders

6 Hours

Module 3

Social Aspects of Young and Middle Adulthood: Significant life events: Marriage, Family mezzo system problems, Assessing and intervening in family systems. Sexual Orientation: Homosexuality and Bisexuality, Biological theories and psychosocial theories of Transsexual and Transgender people, Inclusion and Exclusion of transgender people.

8 Hours

Module 4

Biological and Social Aspects of Later Adulthood: Later adulthood- senescence, factors influencing aging, health practices and longevity. Geriatric Wellness- the strength perspective. Social aspects: Risks and potential social issues affecting old age- retirement, financial crisis, Social security, Elder abuse, Malnutrition, Health problems. Geriatric protective services

5 hours

Module 5

Psychological aspects of Later Adulthood: Developmental tasks of later adulthood; Theoretical concepts about developmental tasks in Later adulthood, Theories of successful aging: The strength perspective, Guidelines for positive psychological preparation for later adulthood: the strength perspective, Grief management and Death Education

6 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – Assignments- case presentations and role plays.

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Understand physical development of a person in environment, young adulthood to death	PO1,PO4 /PSO4	U	C	6	2	Assignments & Discussion
CO2	Understand psychological development of a person in environment, young adulthood to death	PO1,PO2 PO3,PO4 /PSO5	An	P	6	2	Assignments & Discussion
CO3	Understand social development of a person in environment across the young adulthood to death	PO1/ PSO2	An	P	5	0	Assignments & Discussion
CO4	Evaluate different theories of human behavior in Social Environment	PO1, PO4/ PSO4	C	P	4	0	Case Analysis & Presentation

Essential Readings:

1. Alkire, S. (2002). *Dimensions of human development*. World Development, 30(2), 181- 205
2. Ashford, J., Lecroy, C.& Lortie, K. (1997). *Human behavior in the social environment – A multidimensional perspective*. New York, Brooks/Cole.
3. Austrian, S. (2002). *Developmental theories throughout the life cycle*. New York: Columbia University Press.
4. Chilman, C.S. (1990). Promoting healthy adolescent sexuality. *Family Relations*, 39, 123-131. Cifone, J. (1993). Suicide prevention: A classroom presentation to adolescents. *Social Work*, 38, 197-203.
5. Robbins, P., Chatterjee, P., &Canda, E. (2006). *Contemporary human behavior theory: A critical perspective for social work*. (2nd ed.). Boston: Allyn and Bacon
6. Zastrow, C. and Kirst-Ashman, K. (2013). *Understanding Human Behavior and the Social Environment* (9th Ed.). Belmont CA: Thomson Publishing. Development, 84(2), 238-243.

Reading List

1. Chartrand, T.L., Bargh, J.A. (1999). The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*, 76(6), 893-910.
2. Crosby, D. & Van Goest, D. (1997). *Challenges of violence worldwide*. Washington, DC:NASW.
3. DeVore, W. & Schlesinger, E. (1991). *Ethnic-sensitive social work practice*. New York: Merrill.
4. Saleebey, D. (Ed.). (2006). *The strengths perspective in social work practice* (4th Ed.). Boston, MA: Pearson/Allyn & Bacon.
5. See, L. (1998). *Human behavior in the social environment from an African-American perspective*. New York: Haworth Press.
6. Seelau, S. &Seelau, E. (2005). Gender role stereotypes and perceptions of heterosexual, gay and lesbian domestic violence. *Journal of Family Violence*, 20(6), 363-371.
7. Seligman, M. & Darling, R. (1997). *Ordinary families, special children: A systems approach to childhood disability* (2nd Ed.). New York: Guilford.
8. Singh, N.& McKay, J. (1998). Culture and mental health: Nonverbal communication. *Journal of Child and Family Studies*, 7(4), 403-409.

COREPSW S 12029 QUALITATIVE AND QUANTITATIVE RESEARCH METHODS2 Credits

Course Outcomes:

- CO 1** Nurture and develop research aptitude and analytical skills among themselves.
- CO 2** Become competent enough to select a technique, decide the level of measurement, interpret the statistics and analyze the situations.
- CO 3** Empower him/herself to design studies and apply qualitative as well as quantitative methods efficiently.
- CO 4** Combine effectively qualitative and quantitative research methods in order to make a social situation more clear enough to have apt interventions in a social work perspective.
- CO 5** Communicate research findings through appropriate medium

Part-A Quantitative Methods

Module 1

Quantitative Research: concepts and characteristics, Data, Sources of *data* (*primary* & *secondary*), **Data generation**, Measurement, Levels of measurement-nominal, ordinal, interval, ratio levels, Scaling, Scaling techniques, **Developing Data collection tools-** Questionnaire, Interview schedule, Scales, Checklist, Store Audit, Pantry cards, Panel audit, Psychological tests, Mechanical devices. **Data Collection**, Methods of data collection-Observation, interview, survey, Census Methods, Ensuring Reliability and Validity in Data, **Data Processing:** coding, editing and tabulation. **Data Analysis-** Procedure, Application of statistical tools and techniques in the data analysis and testing hypothesis. Computer based data analysis software (SPSS)

4 hours

Module 2

Statistics: - concept, definitions, limitations. Parameter and statistic, **Measures of Central Tendency:** characteristics, computation and interpretation, **Measures of Dispersion:** concepts: absolute and relative measures: selecting and interpreting various measures of dispersion, Normal Distribution, Skewness and Kurtosis. **Hypothesis Testing-** Procedure, types of errors in hypothesis testing, level of significance, degree of freedom, standard error, one tail/two tail tests, **Measures of Association & Correlation**, **chi-square** tests, **student-t** tests, **f-test**.

8 hours

Module 3

Presentation of Quantitative Data: Tabular and graphical presentations, pictograms and cartograms, line graph, histograms, frequency polygons, frequency curves and ogives, **Abstraction of Findings** from the analysis process, **Interpretation** of the findings - significance and procedures, Making **conclusions**, **Report Writing** in quantitative research.

4 hours

Part-B Qualitative Methods

Module 4

Qualitative Research: Concept, Significance, Contexts and Characteristics. Reliability and validity in qualitative research, Triangulation. **Qualitative Research Data:** Concepts and characteristics, Data generation and Data collection, **Methods and Techniques of data generation- *Observation*:** participant, quasi participant, non participant; ***Interview*:** direct, indirect, key informant interviews, in-depth interviews with interview guides. ***Focused Group Discussions*** with Discussion guides, ***Participatory methods*** - PRA, PLA, RRA, Discourse analysis, content analysis, life history studies, structural ethnography, Oral history, documents, maps, reports, books, files, photos, Indicators & indices, Films, Autobiographies, Documentary Analysis, Narratives & Case studies

8 hours

Module 5

Data Analysis and Presentations: - Developing Case Reports or Narratives, Mappings, Diagramming, and Flow-charting, **Sub theme developments**, clustering of sub themes, Integrations for comprehensive picturing, **Abstraction** of Findings from the analysis process, **Interpretation** of the findings, significance and procedures, Making **Conclusions** out of Findings, **Report Writing** in qualitative research.

4 hours

Module 6

Mixed Methods in Social Work research: Techniques of blending different methods, Application of Mixed methods in Social Work research. Significance and Scope in the practice of Social Work research as a direct method of Social Work.

2 hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Nurture and develop research aptitude and analytical skills among themselves	PO1PO4/ PSO4	U	F	5	2	Conducting Mini researches
CO2	Equip him/ herself competent enough to select a technique, decide the level of measurement, interpret the statistics and analyze the situations.	PO1 PO4/ PSO4	An	C	4	3	Conducting Mini researches
CO3	Empower him/ herself to design studies and apply qualitative as well as quantitative methods efficiently.	PO1 PO4/ PSO4	Ap	P	4	3	Conducting Mini researches
CO4	Mix effectively qualitative and quantitative research methods in order to make a social situation more clear enough to have apt interventions in a social work perspective.	PO1 PO4/ PSO4	C	P	5	4	Conducting Mini researches

Essential Readings:

1. Marshall, Catherine Roseman & Gretcher B (1995). *Designing Qualitative research* 2nd Ed. New Delhi, Sage Publications
2. Juliet Corbin (2008). *Basics of Qualitative Research*, New Delhi, Sage Publications
3. Younna S Lincoln, (2008). *Strategies of Qualitative Inquiry*, New Delhi, Sage Publication
4. Sirkin R Mark (1995). *Statistics for the Social Sciences*, New Delhi, Sage Publication
5. Creswell & Clark, *Designing and Conducting Mixed Methods Research*, London, Sage Publishers
6. Sotirios Sarantakos (2008). *Data Analysis*, New Delhi, Sage Publication

Reading List:

1. Goode William,J&Hatt Paul K(1952). *Methods in Social Research*, New York, Mc Grow Hill Company
2. Gupta C B(1992). *An Introduction to Statistical Methods*, Ahmedabad ,Vikas
3. Lilian Cohan, Statistical Methods for Social Scientists
4. Reichmann, W .J (1981). *Use and Abuse of Statistics*, USA, Penguin Books
5. Society for Participatory Research in Asia, Participatory Research: An Introduction(Participatory research Network Series No.3) (1995) New Delhi, PRIA

CORE PSW S 12030SOCIAL POLICY, LEGISLATIONS AND HUMAN RIGHTS

2 Credits

Course Outcomes:

- CO 1 Understand Legal system in India both in its Criminal and Civil Jurisdiction.
- CO 2 Understand broadly Indian Constitution, legislations, sectoral policies and human rights particularly for women, children, aged and marginalized groups
- CO 3 Understand the underlying values of human rights and social work.
- CO 4 Analyze the scope of social legislations for social control, social change, and social justice
- CO 5 Apply social work skills, knowledge, values, principles and ethics to identify and defend human rights violations.
- CO 6 Communicate legal and Constitutional safeguards clearly in person and through electronic media to make people aware about their rights.
- CO 7 Analyze, formulate and advocate for social policies

Module 1

Social legislation: Meaning, objectives, principles, process and scope of social legislation. Origin and growth of Social Legislation in India. Law and social work. Social legislation an instrument of social control, social change and social justice. The role of professional social worker in the implementation of social legislations. Indian Constitution: Salient features of Indian Constitution, The Preamble, Fundamental Rights, Directive Principles of State Policy & Fundamental Duties in the Indian constitution.

5 hours

Module 2

Human Rights: Meaning, objectives and characteristics. Underlying values of Social work and Human Rights, The protection of Human Rights Act, 1993, UNDHR. Human Rights Commission - National / State - structure and functions. Women and human rights, Children and human rights,

SC/ST, Backward classes and human rights, Minorities and human rights, illegal Migrants and human rights, Disabled persons and human rights.

6 hours

Module 3

Social Policy: characteristics, objectives, process, need and scope of Social policy in India. Sectoral Policies :Education, Health, Nutrition Population, Environment and ecology, Poverty alleviation, agriculture, Employment, Rural / Urban / Tribal development etc.

5 hours

Module 4

The latest laws relating to Children and Women, Aged, backward Castes and Minorities: The Beggary Prevention Act. Child Labour (Prohibition and Regulation Act, 1986. Juvenile Justice (Care and Protection) Act, 2000. Right of Children to Free and Compulsory Education Act, 2010. Protection of Children against Sexual Offences Act, 2013. The National Food Security Act, 2014. The Probation of offenders Act. The Immoral Traffic (Prevention) Act, 1986. The Dowry Prohibition Act, 1986. The Protection of Women from Domestic Violence Act, 2005. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Maintenance and Welfare of Parents and Senior Citizens Act, 2007. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. The Scheduled Caste and Scheduled Tribes, (Prevention of Atrocities) Act, 1989. The Right to Information Act, 2005.

8 hours

Module 5

Legal literacy: Concept, objectives, and methods of legal awareness. Legal Aid to the Poor: Concept, historical development and Characteristics. Legal Services Authority Act 1987. Composition, powers and functions of District Legal Services Authority and Taluk Legal Services Committees. Lok Adalats: concept, significance, and powers of lok Adalat- Public Interest Litigation (PIL): Meaning, objectives, scope and role of social worker in PIL. Social Advocacy: Meaning characteristics and importance of social advocacy, role of social worker in legal assistance.

COs	Course outcome	PO/P SO	CL	KC	Class sessions	Lab Sessions/ Field Visits (Hrs)	Assessment
CO1	Understand Legal system in India both in its Criminal and Civil Jurisdiction.	PO1/P SO2	UR	C	2	00	Assignment on Legal system and its Jurisdiction. Legal literacy
CO2	Understand broadly Indian Constitution, legislations, sectoral policies and human rights particularly for women, children and marginalized groups	PO1,2 /PSO2	U	CF	4	00	Assignment on Indian Constitution, legislations, Sectoral policies and Human rights.
CO3	Evaluate the underlying values of human rights and social work.	PO4/P SO3	E	C	2	00	Assignment on values of human rights and social work.
CO4	Analyze the scope of social legislations for social control, social change, and social justice	PO2/ PSO2	An	CP	3	2	Review Articles in Newspapers and Periodicals.
CO5	Apply social work skills, knowledge, values, principles and ethics to identify and defend human rights violations.	PO1,4 / PSO1	Ap	CM	3	2	Tutorial- Social advocacy. Prepare an action project to defend human rights violations.
CO6	Communicate legal and Constitutional safeguards clearly in person and through electronic media to make people aware about their rights.	PO2,4 /PSO1	Ap	CP	2	4	Tutorial: Skill Development: Street Play, Campaign, Legal literacy.
CO7	Analyze, formulate and advocate for social policies	PO1,3 /PSO1	An, Ap, C	CM	2	4	Tutorial: Analytical study on social policy.

Methodology:

Lecturers, Seminar, Workshop, Debate, Discussion, Assignment, Skill Development Training Programmes, Street Play, Campaign, Legal literacy, Social advocacy, Review Articles in Newspapers and Periodicals.

Essential Readings:

1. Ahuja Sangeetha (1997). *People, law and Justice; A case book of Public Interest Intigation*, Vol. I, Hyderabad, Orient Longman
2. Bakshi. P. M (1996). *The constitution of India*. New Delhi, Universal Law Publishing Co. Pvt. Ltd.
3. Gangrade K. D(1978). *Social legislation in India*; Vol. I and II; Delhi, Concept Pub.
4. Puri. S. K.(1992). *Indian Legal and Constitutional History*; Allahabad, Allahabad Law Agency
5. Reichert Elizabeth (2003). *Social work and Human Rights*, Jaipur, Rewat Publication
6. Tandon M. P.(1996.) *Family law in India*, Allahabad, Allahabad Law Agency

Reading List

1. Centre for human Rights (1994). *Human rights and social work profession*, Training series No. 1; UN.
2. Chatterjee and et al, (1971). *Importance of Social Legislation on Social Change*, Culcutta, Winners Association.
3. Colin Faltham (1997). *Time limitedcounseling* , New Delhi, Sage Publication
4. Diwan Paras & Peeyushi Diwan (1996). *Family law*, Allahabad, Allahabad law Agency
5. Madhavan Pillai(1994). *Labour and Industrial Laws*, Allahabad, Allahabad Law Agency
6. Matha P. D.(1986). *Family courts*, New Delhi, Indian Social Institute
7. Pylee. M. V.(2002). *India's Constitution*, New Delhi, S. Chanel & company Ltd.
8. Raj Singh & Sharma M. I (1980) Knowledge of legislation and Practice of Untouchability in Haryana, *Indian Journal of Social Work*, Vol. XI, 31.
9. Smith N. J (1972). *Brief quick to social legislation*, London, Methuen & Co. Ltd.
10. Tandon Mahesh Prasad& Tandon Rajesh (1973). *Questions and answers on the code of criminal procedure*, Allahabad, Allahabad Law Agency.
11. Windy Dryden (1993). *Question and answers on counseling in Action*, New Delhi, Sage Publication

PSW S 1031 : FIELD PRACTICUM- II

Course Outcome : At the end of this field practicum II the student will be able to :

1. Equip with formal Social Work agency settings and its functioning
2. Practice Social Case Work by abiding its principles and scientific procedures
3. Practice Social Group Work by abiding its principles and scientific procedures
4. Practice Community organization by abiding its principles and scientific procedures
5. Apply the skill in documentation and reporting of Social Work Interventions

CO	CO Statement	PSO	CL	K C	Class Sessions/Tu torial Hours	La/Field hours	Assessment
CO1	Equip with formal Social Work agency settings and its functioning	PSO7	U	P	10	40	Field work reporting & Presentation
CO2	Practice Social Case Work by abiding its principles and scientific procedures	PSO3	Ap	C	15	40	Field work reporting & Presentation
CO3	Practice Social Group Work by abiding its principles and scientific procedures	PSO3	Ap	C	10	30	Field work reporting & Presentation
CO4	Practice Community organization by abiding its principles and scientific procedures	PSO3	Ap	C	15	30	Field work reporting & Presentation
CO5	Apply the skill in documentation and reporting of Social Work Interventions	PSO1	U	F	10	10	Field Work evaluation

PSWM 12082(B) SKILL DEVELOPMENT SEMESTER II

Course Outcomes

1. . Obtain a sense of responsibility for the multidisciplinary nature of event Management.
2. Gain Confidence and enjoyment from involvement in the dynamic industry of event management
3. Achieve best practice in the development and delivery of successful conference & corporate gathering.
4. Identify management essentials such as developing budgets, critical path, work break down structures ,risk mitigation and contingency planning.
5. Acquire soft skills necessary for social work profession like communication,decision making, time management, positive attitude,leadership and self-motivation.

Module I

Event management- public speaking, awareness raising on contemporary social issues.

Module II

Soft Skills—skill in leadership, time management. Developing module ,decision making
Communication

Module III

Creativity – Participation in skill development programs ,theater workshops,TOT,interaction with experts

sEMESTER III

CORE: PSW S 12051- DEVELOPMENT ADMINISTRATION

2 Credits

Course Outcomes:

- CO1** Understand administration as a method in social work practice
- CO2** Understand, develop and implement adaptive administrative principles in development sector
- CO3** Understand the importance of social marketing and organizational behavior in Indian context
- CO 4** Develop analytical skills to assess the efficiency of various administrative process
- CO 5** Plan, implement, manage and evaluate development programmes
- CO 6** Practice the utility of the administrative structure, processes, and procedures in an organization / development sector.

Module 1

Administration: Definition, Concept and Scope; Public Administration, Social Welfare Administration and its application as a method of social work. Social Welfare Policies and Programmes of the State and Centre governments. Structure and functions of ministry of welfare: Central, state level. PRIs in Social Welfare administration and development

6 Hours

Module 2

Social welfare boards and departments: Central, State and Local level, structures, and functions. Societies' Registration Acts, Trust Acts and Companies' Act, FCRA, Management of endowments and corpus, and Donations

5 Hours

Module 3

Social Work/Welfare Agencies: - Role and type, organizational structure, functions and principles, as a Legal entity. Subsidies and Grant-In-Aid. Management of Income Generation Programmes and Micro-credits, Fund raising, Legal and administrative aspects of Resource Mobilization, Social Marketing: Concept and scope, Application of Marketing in social services. Organizing marketing social services, beneficiary research,

6 Hours

Module 4

Administrative Process: - Approaches to Organizational Management: - Beaucroatic, Democratic, Human Relation Model, System Theory, Theory X and Theory Y; Principles. Human Resource Development: - Concept and importance, planning, organizing, staffing, directing, coordinating and training Recruitment, Selection, Induction, Placement, Training and Termination, Personnel. Policy, Management by objectives

7 Hours

Module 5

Office Management: Interior spacing, Technologies and Equipment's, Documenting and Reporting, Record maintenance, Communications, Public relation, Networking, Minutes. Finance management: Finance, Budgeting, Accounting, Auditing, Bookkeeping, Bills, Voucher, and Receipts, Bank

transactions, Income/ Expenditure statement accounts, procedures and practices for administration of tenders,

6 Hours

Methodology

Class room lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments

CO	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutorial Hrs	Lab/ Field Hrs	Assessment
CO1	Understand administration as a method in social work practice	PO1/PSO 2,PSO3	U	C	2	00	Assignment on administration as a method of social work
CO2	Understand, develop and implement adaptive administrative principles in development sector	PO2, PO3 /PSO3,PS O7	U, Ap	C, P	6	00	Assignment on administrative principles
CO3	Understand the importance of social marketing and organizational behavior in Indian context	PO1/PSO 3,PSO5	U	C	6	00	Seminar on social marketing and organizational behaviour in Indian context
CO4	Develop analytical skills to assess the efficiency of various administrative process	PO2, PO3 / PSO 5, PSO 6	Ap, An	M, P	4	00	Tutorial-demonstration On various skills to be used to analyze efficiency of administrative process
CO5	Plan, implement, manage and evaluate development programmes	PO1,PO4 /PSO 3, PSO 5, PSO7	An, E	C, P, M	4	00	Assignment and presentation on model development projects
CO6	Practice the utility of the administrative structure, processes, and procedures in an organization / development sector	PO1,PO2, PO4/PSO 1,PSO 6, PSO 8	C, Ap	C, P	4	4	Prepare and practice a project proposal to address a social issue / short term internship

Essential Readings:

1. Buisara,J.F.&Varma.R.M(ed.)(1984) Perspectives on Social Welfare in India. New Delhi, S. Chand & Co
2. Jainendra Kumar Jha(2002).*Social Welfare and Social Work*, NewDelhi, Anmol Publications Pvt. Ltd
3. Paul Chowdhary (1992).*Social Welfare Administration*, Bombay, Sterling Book House
4. Sachdeva D.R (2006). *Social Welfare Administration in India*, NewDelhi , Kitab Mahal, -
5. Sanjay Bhattacharya (2006).*Social Work Administration and Development*, New Delhi, Rawat, Publications
6. Warham, Joyce (1975). *Introduction to Administration for Social Workers*, London Rutledge & Kegan Paul

Reading List

1. Albert R.Roberts & Gilbert J.Greene (2002). *Social Worker's desk Reference*. New York ,Oxford university Press
2. Bartlet, H.M, (1970).*The Common base of Social Work Practice*, New York, National, Association of Social Workers
3. Gilbert, Neil, et al (1990). *An Introduction to Social Work Practice*, New York, New Jersey Prentice Hall
4. Gopalan G.Kamala Krishnaswamy(2000). *Nutrition in Major Metabolic Diseases*, New York, Oxford University Press
5. Karen Healy(2001). *Social Work Perspectives on Change*, New Delhi, Sage Publications.
6. Lena Dominelli(2004). *Social Work. Theory and Practice for a changing profession*, UK Cambridge.
7. Paula Allen- Mearer,& Charles Garwin (2000). *The Handbook of Social Work .Direct Practice*. New Delhi, SAGE Publication, Inc

A) DEVELOPMENT SOCIAL WORK PRACTICES (DSWP)

CONCENTRATION PSW M 1205 (A) DEVELOPMENT: HISTORY, DISCOURSES AND THEORY

4

Credit

Course Outcomes:

- CO 1** To trace the trajectory and history of development discourse internationally.
- CO 2** understand basic concepts and terminologies used by development professionals
- CO 3** Critically analyze developmental policies and practices at both national and international level.
- CO 4** Formulate action plans to address the most central development problems globally and locally
- CO 5** Create awareness about the politics of development and generate new insights that can overcome current challenges
- CO 6** Understanding of the development policies within national and international policy frameworks
- CO 7** Understand the Development thought and critiques that originated in India
- CO 8** Understanding of the interrelationship of development at local, national, regional and international levels

Module 1

The emergence of the concept of development and history of development theory - Theories of modernization and growth, Dependency and world system theories. Political economy of development, The neoclassical/ neoliberal theories, The post development theories – Escobar, Capability Approach - Amartya Sen, Critiques of the concept of Development, Alternative Development.

15 Hours

Module 2

Indicators of Development, Underdevelopment Indicators and the paradigm shifts in formulating the new indicators, Social Development, Human Development, Sustainable Development (1). Organized and unorganized development – problems and strategies – unemployment and development – employment programmes. (2). Self-employment – concept importance and models. Employability – concept and meaning. (3.) Poverty – concepts and causes, magnitude of poverty in India and Kerala. (4). Approaches and programmes of poverty eradication: Resources identification, mobilization and utilization of developmental resources, (6). health and education: Major Debates and its role in development (7) Understanding Kerala model of Development: Genesis, Growth and Critical Positions (Dalit, Tribal and Gender Perspectives) (8). Gender and Development - Feminist Development Thoughts - From Women and Development to Gender and Development (WID, WAD, GAD etc). Feminization of poverty and multidimensional poverty - Gender mainstreaming, participatory approaches, gender budgeting, micro-credits, gender and corruption.

20 Hours

Module 3

CommModule y Development – definition, concept, History of development intervention in India and Kerala – advances in CommModule y Development: CommModule y based organizations. Gandhian concepts of development:- Swaraj, trusteeship, swadeshi. truth, non violence. Decentralization and Participatory Development. Gandhian economic ideals. 18 constructive programs. Eleven vows. Seven social evils and solutions. Gandhian concept of rural development. Gandhi and village industries. Khadi and self reliance. Gandhian idea on village self sufficiency. Gandhian view on Individual and society. Gandhian educational model. Relevance of Gandhian ideas in post colonialist India. Vinobabhave and the commModule y development activities, G Kumarappa and Gandhian Economics

10 Hours

Module 4

Globalization and Development- colonialism, neo-colonialism and unequal development. Global Inequality, Popular movements against the adverse impact of globalization, Aid & Governance- National development agencies and bilateral aid. UN Declaration on right to Development, International relations- Regional Associations - SAARC, ASEAN, Arab League, Gulf Cooperation Council. Globalization, Implications on development, Role of UN agencies: - UNDP, UNICEF International legislations: - Conventions, Role of International and National NGOs and network to raise concern on behalf of affected people. Case Studies of Development experiments in Different regions of the world

15 Hours

Methodology

Lectures, Reading materials, Discussions, Debates, Assignments, Field visits and article review

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Trace the trajectory and history of development discourse internationally.	PO1/PSO 2,PSO5	U	C,F	6	0	Assignments and exam, article review
CO2	understand basic concepts and terminologies used by development professionals	PO1,PO3/ PSO1,PS O3	U	C,F	6	0	Assignments and Article reviews Exam
CO3	Critically analyze developmental policies and practices at both national and international level.	PO1/PSO 2,PSO5	An	F	8	0	Assignments Debates and article reviews
CO4	Formulate action plans to address the most central development problems globally and locally	PO1,PO3/ PSO2,PS O5	Cr	P	8	6	Assignment, Debates and evaluation of field visits
CO5	Create awareness about the politics of development and generate new insights that can overcomes current challenges	PO1,PO3/ PSO2,PS O6	Cr	P	6	4	Assignments and presentations ,Debates and evaluation of field presentations
CO6	Understanding of the development policies within national and international policy frame works	PO1/PSO 2	U	F	4	0	Assignments, exams
CO7	Understand the Development thought and critiques that originated in India	PO1/PSO 2,PSO4	U	F	6	0	Assignments ,Debates and evaluation of field reports
CO8	Understanding of the interrelationship of development at local, national, regional and international levels	PO1/PSO 2,PSO1	U	F	6	0	Assignments, Debates and evaluation of field reports

Essential Readings:

1. Chege, Wilson. (2013). *Development Discourse, Modernization Theory and Gender*. Munich: GRIN Verlag
2. D.Sachs, Jeffrey. (2015). *The Age Of Sustainable Development*. New York: Columbia University Press.
3. Dreze, Jean & Sen, Amartya. (1996). *India: Economic Development and Social OpportModule y*. UK: Clarendon Press
4. Gangrade,K.D. (2005). *Gandhian Approach to Development and Social Work*. New Delhi: Concept Publishing.
5. Harcourt, Wendy. (1994). *Feminist Perspectives on Sustainable Development*. London: Zed Books.
6. Marchand, Marianne.H&Parpart, Jane.L. (1995). *Feminism/ Postmodernism/ Development*. London: Routledge
7. Nederveen, Jan. (2010). *Development Theory: Deconstructions/ Reconstructions*. London: Sage Publications
8. Oommen,T.K. (2004). *Development Discourse: Issues And Challenges*. New Delhi: Daya Books
9. Preston, P.W.(1982). *The Theories of Development*. London: Routledge-Kegan Paul
10. Sen,Amartya. (2001). *Development as Freedom*. New York: Oxford

Reading List:

1. Alavi, H.D. (1982). *Introduction to the Sociology of Developing Societies*. London, MacMilan
2. Desai, A.R. (1971). *Essays on Modernization of underdeveloped Societies, Vols. I and II*, Bombay: Thacker and Co.
3. Dreze, Jean & Sen, Amartya. (2005). *India: Development and Participation*. New York: Oxford University Press
4. Easterly, William.(2009). *The White Man's Burden*. USA: Penguin.
5. EPW Research Foundation. (1994). *Social Indicators of Development for India, Economic and Political Weekly*
6. Escobar, Arturo. (1995). *Encountering Development: Making and Unmaking of third World*. . New Jersey: Princeton University Press.
7. Frank, Andre Gunder. (1989).*The Development of Underdevelopment, Monthly Review, June*.
8. Guha, Ramachandra. (1994). *Sociology and the Dilemma of Development*. New Delhi: OUP.
9. Harrison, D.H. (1988). *The Sociology of Modernization and Development*. London: Routledge and Kegan Paul
10. Isaac, T. T., Franke, R. W., &Parameswaran, M. P. (1997). From Anti-feudalism to Sustainable Development: The Kerala People's Science Movement. *Bulletin-Concerned Asian Scholars*, 29, 34-44.

11. Phillips, Rhonda. & Pittman, Robert. (2009). *An Introduction To Community Development*. London: Routledge.
12. Schumacher, E.F.(1973). *Small is Beautiful, London*. ABACUS
13. Srivastava, S.P. & Singh, Surendra. (2001). *Gender Equality through Women's Empowerment: Strategies And Approaches*. Lucknow: Bharat Books
14. Srivastava, S.P. (1998). *The Development Debate: Critical Perspectives*. Jaipur: Rawat
15. UNDP. (1996). *Human Development Report*. New York: Oxford University Press
16. Wallerstein, I. (1979). *The Capitalist World Economy*, Cambridge: Cambridge University Press.
17. Webster, Andrew. (1984). *Introduction to the Sociology of Development*. London: McMillan

CONCENTRATION PSW M 12053 (A) - SECTORS OF DEVELOPMENT: RURAL COMMUNITY

2 Credits

Course Outcomes

- CO 1** Understand the socio-economic structure of rural India within the lens of social work methods
- CO 2** Understand the prospects and problems of rural development in India
- CO 3** Understand local self-administration of rural development and development agencies working for rural development
- CO 4** Gain knowledge about experiments in rural community development
- CO 5** Develop sensitivity to the needs and rights of the rural people and analytical skills and commitment to work with them
- CO 6** Critically analyze and evaluate rural community development programme and policies
- CO 7** Demonstrate critical ability to analyze and assess complex phenomena and issues in the field of rural development and rural livelihoods
- CO 8** Design rural development programmes and projects

Module 1

Meaning, definition and characteristics of rural community, types of villages. Rural Community Development- definition, concept, philosophy, objectives, principles, strategies and scope, integrated rural development, gender and rural development. Rural problems- Rural Poverty and unemployment, water and sanitation, problems of agricultural farmers and workers, discrimination, social exclusion and food security issues in rural India. Livelihood intervention India, sustainable rural livelihood. Application of social work methods in rural development.

5 hours

Module 2

Rural Development programmes in India: concept, History and ideology. Rural Services and Development Programmes in contemporary India, NREGA, NRLM, NRHM, PMRY, Area

Development programmes, Rural Housing, Sanitation and water supply programmes, rural health care and family welfare services. Administrative structure of community developments departments in India and Kerala: analysis from Gender, caste and class and environmental perspectives. Rural social development: Rural children, Rural women:-Education, training, health and nutrition. Early experiments of rural development: Sri Niketan, Marthandom, Gurgaon, Firka Development, Nilokheri and Etawah Pilot project. Gandhian and Tagore's approaches to rural development

8 hours

Module 3

Movements & Struggles: agrarians, peasant, neo-social; party and non-party politics. Reform movements and rural Development. Land legislation, Land reforms and rural development. Changes in land tenure system. Migration: nature, pattern and its impact on rural development, displacement and rural development, CSR and its role in rural community development, Science and Technology for rural development, technology missions, and National extension services – Krishi Vigyan Kendra, State and national Institute of Rural Development -Training for community development personnel, KILA KUDUMBASREE, Peoples Planning and participation ,Jalanidhi, AHADS.

8 hours

Module 4

Rural Governance: Meaning, structure: organizational and administrative- village, block, state and national. Panchayati Raj in Kerala- Power and functions, Panchayati Raj Institution, elected and appointed functionaries. E- Governance in rural development, democratic decentralization and devolution of powers, Decentralization and globalization, Panchayath raj systems: historical perspectives, Balwant Rai Mehta committee report, Ashok Mehta Committee Report, 73rd and 74th amendment of constitution, functions of Panchayati raj systems, Grama Sabhas and social audit, five year plans, rural development policies, national policy on agriculture, forest policy. MDG and Rural development in India

5hours

Module 5

Rural co-operatives: types, structure and functions. Concept , scope and limitations of the co-operative movement, Co-operative movement and rural development, History of cooperative movement in Kerala, credit cooperatives, co-operatives in marketing, credit needs of the rural poor- NABARD, NIRD, RRB and other nationalized Banks, micro credits, microfinance and micro enterprises, Self-help groups- concept, formation and maintenance

4 Hours

Methodology

Lectures, Reading materials, Discussions, Debates, Assignments, Field visits, Street Play, Participation in Grama Sabha and social audit, article review.

Course Outcome	CO Statement	PO/PSO	CL	KC	Class sessions (Hrs)	Lab sessions / field visits (Hrs)	Assessment
CO1	Understand the socio economic structure of rural India within the lens of social work methods	PO1/ PSO3, PSO7	U	C	5	0	Assignment on rural community in India
CO2	Understand the prospects and problems of rural development in India	PO1/ PSO7	U	C	5	0	Assignment on the prospects and problems of Rural Development in India
CO3	Understand local self-administration of rural development and development agencies working for rural development	PO1/ PSO1, PSO7	U	C	5	6	Prepare a report on rural governance or rural development agencies
CO4	Gain knowledge about approaches or experiments on rural community development	PO1/ PSO7	U	C	4	0	Assignment on experiments on rural community development
CO5	Develop sensitivity to the needs and rights of the rural people and analytical skills and commitment to work with them	PO1/ PSO1, PSO2	A	C, P	2	2	Tutorial- prepare a report/article on the needs of rural community people in India/
CO6	Critically analyze and evaluate rural community development programmes and policies	PO1/ PSO2, PSO5	A, E	C, P	5	5	Tutorial- evaluate an on-going rural development programme and policy
CO7	Demonstrate critical ability to analyze and assess complex phenomena and issues in the field of rural development and rural livelihoods	PO1, PO3/ PSO2, PSO7	A, E	C, P	4	4	Prepare a report on the issues in the field of rural development and rural livelihoods
CO8	Design rural development programmes and projects	PO1, PO4/ PSO2, PSO7	C	C, P	5	5	Prepare a project proposal or proposal for a rural development programme

Essential Readings:

1. Atal, Y. (2018). *Indian Village Revisited*. Jaipur: Rawat Publication.
2. B .B.Mohanty. (2016). *Critical Perspectives on Agrarian Transition: India in the Global Debate*. New York: Routledge.
3. Bock, B. B., & Shortall, S. (2017). *Gender and Rural Globalization- International Perspectives on Gender and Rural Development*. USA: CAB International
4. Chakrabarty, B., & Pandey, R. K. (2019). *Local Governance in India*. New Delhi: Sage Publications.
5. Green, G. P. (2013). *Handbook of Rural Development*. UK: Edward Elgar Publishing Limited.
6. Singha, K. (2010). *Rural Development in India: Retrospect and Prospects* . New Delhi: Concept Publishing Company Pvt Limited.

Reading List:

1. B.K.Nagla. (2013). *Indian Sociological Thought*. Jaipur: Rawat Publication.
2. Baviskar, B. S., & Mathew, G. (2009). *Inclusion and Exclusion in local Governance Field Studies from Rural India*. New Delhi: Sage Publications.
3. Bhattarai, M., Viswanathan, P. K., Mishra, R. N., & Bantilan, C. (2018). *Employment Guarantee Programme and Dynamics of Rural Transformation in India Challenges and Opportunities*. USA: Springer .
4. Gupta, P., & Kumar, D. (2019). *Rural Marketing: Challenges and Opportunities*. New Delhi: Sage.
5. Mohammed, I. (2011). *Panchayati Raj System and Rural Development*. New Delhi: D.P.S. Publishing house.
6. Satyanarayana, G., & S., M. H. (2012). *Rural Development and Poverty Alleviation in India: Policies and Programmes*. New Delhi: New Century Publications.
7. Singha, K., & Patikar, G. (2010). *Rural Development in North East India*. Concept Publishing Company Pvt Limited: New Delhi.
8. Sreedhar, G., & Rajasekhar, D. (2014). *Rural Development in India: Strategies and Processes*. New Delhi: Concept Publishing Company Pvt Limited.

HEALTH SOCIAL WORK PRACTICES (HSWP)

CONCENTRATION PSW M 12052 (B) CONCEPT, POLICIES AND POLITICS ON HEALTH

4 Credits

Course Outcomes:

- CO 1** Understand the unifying concepts on health and health care
- CO 2** Understand health care policies and programmes in India
- CO 3** Critically evaluate current initiatives in health care sector
- CO 4** Identify and discuss health organizations at both the national and international level
- CO 5** Understand opportunity for future training and careers in health care and health promotion

Module 1

Health - Concepts, definitions, dimensions of health, illness and wellness, health as a right, Health literacy and health seeking behavior. Health disparity, Risk message in the health sector

10 hours

Module 2

Government and health - Health planning in India: structure of governance (organization of health planning, evolution of health planning in India (Five year Plans- health allocations, National Health Policies, National Health Programmes, Niti Ayog), Sources of health data –Census , DLHS,NFHS ,major legislations in the health sector- Medical Termination of Pregnancy Act, ESI Act, The Bio Medical Waste(management and handling) Rule 1998,The Transplantation of Human Organ Act 1994 , Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, health related Millennium Development goals and SDG's, health vision 2020

15 hours

Module 3

Health economics- meaning, Scope, Methods. health care insurance, health in developed and developing countries - Influences of the national and International policies and agreements, Resources and investments in health sectors, Health management & health planning, Management methods & techniques (PERT, CPM)

10 hours

Module 4

Health administration, Public Private Partnership in Health. Health Education & Communication, Role of NGO in health care delivery system. National and international health organizations – National - AIIH & PH, AIIMS, NIMHANS, Prayas International Organizations- UN,WHO, UNICEF, WTO, ICO, UNHCR ,Regional Org.: Common Wealth Nations, SAARC, ASEAN, DFID,USAID, NORAD, CIDA, DANIDA, JICA, CARE, Help age, Rotary International, Action Aid, Green Peace, Oxfam, Save the Children. health action, Globalisation and health, health and media ,

15 hours

Module 5

Concerns and Challenges in Medical and Health Research & development, pharmacology and health technologies, health resources, Politics of health knowledge and practices, Patenting health care Indian initiatives and protection of traditions

10 hours

METHODOLOGY

Lectures, discussion on policies on health, visits to health care centers and organaisations, Seminars, Assignments

CO.	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutori al Hrs	Lab/ Field Hrs	Assessment
CO1	Understand the unifying concepts on health and health care	PO1/P SO5	U	C	10	00	Assignment and presentations
CO2	Understand health care policies and programmes in India	PO1/P SO5	U	C, F	10	8	Assignment and discussions on Health policies and programmes
CO3	Critically evaluate current initiatives in health care sector	PO1/P SO5,P SO3	An, E	C, F	10	6	Debates on Health initiatives in India
CO4	Identify and discuss health organizations at both the national and international level	PO1/P SO2,P SO7	U	C	10	00	Assignments and presentations
CO5	Understand opportunities for future training and careers in health care and health promotion	PO1,P O3/PS O2	U	C	6	00	Field evaluation

Essential Readings:

1. Bajpai, P. K. (Ed) (1997). *Social Work Perspective on Health*, New Delhi, Rawat Publications
2. Barnett, A (1977). *An introduction to the Health Planning and Budgeting Systems in India* (Discussion paper- Institute of Development Studies), Institute of Development Studies, University of Sussex
3. Doyal, Lesley and I. Pennell. (1989). *The Political Economy of Health*, London, Pluto.
4. National Health Policy (2002). New Delhi: Department of Health Ministry of Health and Family Welfare.
5. Park, J.E. (2006). *Textbook of Social and Preventive Medicine*, 17th edition. Jabalpur: Banarsidas Bhanot
6. Ramachandrud . G (1997). *Health Planning in India*, New Delhi, APH Publishing Corporation
7. Sanjivi K S (1971). *Planning India's Health*. Madras, Orient Long Man.

Reading List:

1. Bannerji, D (1984). *Healthservices development in India, Centre of Social Medicine and CommModule y Health*, New Delhi. School of Social Sciences, Jawaharlal Nehru University
2. Government of India (1946). *Report of the Health Survey and Planning Committee*. Simla: Government of India Press.
3. Health Approach: Directions in Development, Washington D C, World Bank Publications,
4. Kronenfeld,JJ, (2002). *Health Care Policy: Issues and Trends*, London, Praege,
5. Measham. R.&Richard Heaver (1996). *India's Family Welfare Program: Moving to a Reproductive and Child*, Washington D C, World Bank Publications
6. Misra, R; Chatterji R &Rao, S (Eds) (2003). *India Health Report*, New Delhi, Oxford University Press.
7. Monica Das Gupta et al (eds.). (1996). *Health, Poverty and Development in India*, New Delhi: Oxford University Press.
8. Narayanan K.V. (1997). *Health and development: Inter sectoral linkages in India*, New Delhi, Rawat Publications
9. National Health Policy (1983).New Delhi: Ministry of Health and Family Welfare.
10. Reisman.DA, (2007). *Health Care and Public Policy*, UK, Edward Elgar publishing
11. Review of Healthcare in India(2005). Mumbai: CEHAT.
12. Rogers.P, Jalal.K F, and Boyd.J A.(2008). *An Introduction to Sustainable Development* , UK, Earth scan publication
13. Smith, B.C. (1979). *CommModule y Health: An Epidemiological Approach*. New York: Macmillan Pub. Co.
14. WHO (1984). *Intersectoral Linkages and Health Development: Case Studies in India* (Kerala State),Thailand, World Health Organisation.
8. Gulhati, K; Mehra.A, Rajan.J, Gulhati.R (Eds),(1995). *Strengthening Voluntary Action in India: Health- Family Planning, the Environment and Women's Development*, Centre for Policy Research.

CONCENTRATION PSW M 12053(B) HEALTH—KNOWLEDGE, ENVIRONMENT AND PRACTICE

2 Credits

Course Outcomes

- CO 1** Characterize and define dimensions, indicators and determinants of health
- CO 2** Understand concept of disease, models of disease and levels of prevention
- CO 3** Understand and discuss the concept of epidemiology, including epidemiology of communicable and non-communicable disease as well as the health impact of different environmental and lifestyle factors.
- CO 4** Characterize nutrition and discuss the nutritional deficiency disorders
- CO 5** Understand medical social work and roles and responsibilities of medical social worker in varying healthcare settings
- CO 6** Apply Social work methods and principles in Medical Settings

Module 1

Health and Hygiene, Concepts and Definitions, responsibilities of health, positive health, spectrum of health, Determinants of health, health status. Disease: Concept, definitions, Theories, models Levels of Prevention, Morbidity and mortality-incidence, Prevalence,

6 Hours

Module 2

Epidemiology: Concepts, Epidemiology of major communicable diseases; Tuberculosis, Hepatitis, Dengue, Cholera, HIV/AIDS, RTI and STDs. Chronic non- communicable diseases: coronary heart diseases, hypertension, stroke, cancer, chronic blood disorders, epilepsy, motor Neuron problem, Disasters, Blindness, Accidents. Life Style disorders and New Generation Diseases.: Diabetes, Obesity, Nutritional disorder, Geriatric, Pediatric and Reproductive issues.

10 Hours

Module 3

Nutrition: Concept, importance, Dietary constituents of food, balanced diet, nutritional requirements of different groups, Nutritional surveillance & growth monitoring, Nutritional deficiency diseases- classification and preventive measures, Malnutrition in India and Kerala, Family planning and Family welfare. Immunity and immunization. Immunization programmes in India.

6 Hours

Module 4

Medical Social Work: Meaning and importance, Historical development of Medical Social Work, Social diagnosis, Patient as a person –assessment on Role, Reaction, Resource, Hospitalization and its implication for the patient and the family members, Rights of a Patient. Rights and ethical considerations of health professional.

4 Hours

Module 5

Hospitals- Professionals, Hospital administration. Application of Social work methods and Principles in Medical Settings: STD clinics, ICTC, Oncology clinics ,TB hospitals, Transplantations and Mother and Child hospital

4 Hours

Methodology

Lectures, Reading materials assignments and presentations, Discussions, field visits to hospitals , Case presentations and analysis, role-plays

CO.	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutori al Hrs	Lab/ Field Hrs	Assessment
CO1	Characterize and define dimensions, indicators and determinants of health	PO1/P SO2	U	C	4	00	Assignment and presentations
CO2	Understand concept of disease, models of disease and levels of prevention	PO1/P SO2	U	C	2	00	Assignment and discussions on disease and prevention of diseases
CO3	Understand and Discuss the concept of epidemiology, including epidemiology of communicable and non-communicable disease as well as the health impact of different environmental and lifestyle factors.	PO1/P O3,PS O2	U, An	C, F	6	4	Assignment and presentation on epidemiology of diseases Debates and discussions on environmental and life style factors on epidemiology of disease
CO4	Characterize nutrition and discuss the nutritional deficiency disorders	PO1/P SO2,P SO5	U	C	6	00	Assignments and presentations
CO5	Understand medical social work and roles and responsibilities of medical social worker in varying healthcare settings	PO1,P O3/PS O1	U	C,F	4	00	Assignments and case presentations
CO6	Apply Social work methods and Principles in Medical Settings	PO3/P SO1,P SO3,	Ap	C,P	2	2	Discussions and presentations

Essential Reading:

1. Krieger, N. (2000). Epidemiology and Social Sciences: Towards a Critical Reengagement in the 21st Century. *Epidemiologic Review*, vol. 22-1: 155-63
2. McPake, B., Normand, C., and Smith, S. (2013). *Health Economics: An International Perspective*, 3 edition, London, Routledge;
3. McQueen, D. (2010). *Global Handbook on Non-Communicable Diseases and Health Promotion*, New York, Springer Publication.
4. Piyush Gupta, O.P. (2007). *Textbook of Preventive and Social Medicine*, New Delhi, CBS publishing and Distribution
5. Sanjivi K S (1971), *Planning India's Health*. Madras, Orient Long Man
6. Swaminathan, M. (1974). *Advanced textbook on food and Nutrition*, Bangalore, The Bangalore Publishing Co. Ltd.

Reading List:

1. David E., et. al. (1984). *Foundations of Epidemiology*, New York, Oxford University Press
2. Garrods, J.S. & James, W.P.T. (1993) *Human Nutrition and Dietetics*, London, Churchill Livingstone
3. Goel, S. L. (2009). *Education of communicable and non-communicable Diseases*, Deep & Deep Publications Pvt. Ltd.,
4. Gopalan, C. (1987) *Nutrition problems and Programmes in South East Asia*, New Delhi, World Health Organization.
5. Health Care Financing, Regional Seminar on Health Care Financing (1987). Asian Development Bank, Economic Development Institute and East-West Center,
6. Last, J.M., Spasoff, R.A. Harris, S. S. and Thuriaux, M.C. (Eds) (2001), *A Dictionary of Epidemiology*, Oxford University Press, New York, 4th Ed.
7. Miller R.S. (1982), *Primary Health Care More than Medicine*, London, Prentice hall Inc,
8. Pisharoti, K. A. (et.al.) *Education for better health of Mother and Child in Primary Health care*, IUHE-SEARB, Madras
9. Rana, HPS (2009) *Health economics*, New Delhi, Alfa Publications
10. Sahni, A (1990). *Community participation in Health and Family Welfare: Innovative experiences in India: a Guide for Health Administrators and Professionals for Community Health and Development*, Bangalore, Indian Society of Health Administrators.

FAMILY SOCIAL WORK PRACTICES (FSWP)

CONCENTRATION PSW M 12052 (C) FAMILY - CONCEPTS, ISSUES AND CHALLENGES

4 Credits

Course Outcome:

- CO 1** Develop critical understanding on the historical evolution of concepts and theoretical framework of family.
- CO 2** Analyze the dynamics of family interaction and development using the concepts of socialization, social change, social control and family power structure
- CO 3** Remember different forms of family in contemporary Indian society and the social processes effecting changes in family forms and dynamics
- CO 4** Analyze different types of crisis affecting families and Acquire skills for solving family crisis
- CO 5** Develop family intervention programmes and practice at field level.
- CO 6** Critically evaluate legislations and policies for family welfare in India

Module 1

Family – Definition Concepts. Theoretical framework to study the family: The Structural-Theory, The Family Developmental theory, Attachment Theory, The Symbolic Interaction theory, The Systems theory, The Conflict theory, The life course Perspective, The Ecological theory, Feminist Theory, Circumflex model, Mc Master Model.

10 Hours

Module 2

Family as a social Institution, Role of family in the socialization of children- Economic functions, Biological functions, psychological functions, cultural functions, political functions, religious functions. Family and tradition, behavior formation and family, Social Control and Family, Power structure in the family, Parental roles- Parenting Styles-Parental competency Social Change and Impact of Social changes on Structure and functions of family.

15 hours

Module 3

Family forms in contemporary Indian Society: Families based on **structure**: Nuclear family, joint family, extended family, **Power** : patriarchal family and matriarchal family, **Blood relation**: family of orientation and family of procreation, **Marriage** : monogamous family, polygamous family, **Succession** : Matrilineal family and patrilineal family, **Residence**: Patrilocal family, matrilocal family and neolocal family.

Diversity of families: single parent family, female headed family, adoptive families, foster care families, Co-habitation, Transgender families (Lesbian, Gay, Bisexual & Queer families). Vulnerable and marginalized families: Abusive families, Incestuous families, Tribal families, Migrant families. Dual career families

15Hours

Module 4

Families at Risk: family conflicts, economic distress, child abuse, inter-parental violence, elderly abuse, the crisis of death and grief. Factors contributing to the problems in family. Divorce: social and demographic factors, recent trends in changing family structure. Strategies and techniques for managing family problems. Scope & practice of Social Work in family courts, family service Agencies; Premarital Counseling centers, Family welfare clinics, Adoption & Foster care agencies, Rehabilitation centers.

10 hours

Module 5

Legislations in Family welfare- The Hindu Marriage Act, The Hindu Succession Act, The Hindu Adoption and Maintenance Act, The Muslim personal Laws on Marriage and Divorcé, Indian Christian Marriage Act, The special marriage act, The Guardians and Wards Act, The minority and Guardianship Act, , Indian Succession Act, The Indian Divorce Act , The family Courts Act. Domestic Violence Act

10 Hours

Methodology

Lecturers, Reading material, Article Review, Discussion, Debates Assignments, Analysis & Learning, Field work, Individual activities & News clippings.

CO	CO Statement	PO/P SO	CL	KC	Class Sessions/ Tutorial Hrs	Lab/Fie ld Hrs	Assessment
CO1	Develop critical understanding on the historical evolution of concepts and theoretical framework of family.	PO1/ PSO2	U	C	8	0	Assignments and presentations
CO2	Understanding the terms socialization, social change, social control and family power structure	PO1/ PSo1, PSO2	U	F	8	0	Assignment and presentations
CO3	Remember different forms of family in contemporary Indian society and the social processes effecting changes in family forms and dynamics.	PO1/P SO4	R	F	8	0	Assignments, discussion
CO4	Analyse different types of crisis affecting families and Acquire skills for solving family crisis	PO2/P SO5	An	P	8	4	Article reviews and presentation

CO5	Develop family intervention programmes and practice at field level.	PO1,P O2/PS O3	An	P	4	8	case report writing and discussions
CO6	Critically evaluate legislations and policies for family welfare in India	PO1/ PSO5	Ev	P	4	8	Policy analysis and case analysis based on legislations

Essential Readings:

1. Agarwal, K. B.(2010.) *Family Law in India*, Netherlands, Kluwer Law International
2. Broderick, C. B. (1993). *Understanding family process*. Newberry Park, CA: Sage.
3. Burgess, F.V. and Lock, (1963).*The family*, New York, American Book
4. Eshleman, J.R. (1985). *The family an introduction*. New York, 4th edition, Allyn and Bacon.
5. Hartman. A & Laird J (1998).*Family centered Social Work practice*, New York, The Free Press
6. Kapadia, K.M. (1958). *Marriage and Family in India*, Madras, Oxford University Press
7. Khasgiwala A.(1993) *Family Dynamics: Social Work Perspectives*, New Delhi: Anmol
8. Klein.D.M. & White J.M. (1996). *Family Theories, An Introduction*, New Delhi, Thousand Oaks : Sage Publications.

Reading List:

1. Agnes, Flavia (2011) *Family Law: Marriage, Divorce, and Matrimonial Litigation*, Vol. II, New Delhi, Oxford University Press
2. Beri, B.P.(1989). *Law of Marriage & Divorce in India*, 2nd Ed, Lucknow, Eastern Book Company
3. Desai. M. (ed) (1994). *Family and Intervention : A course compendium*, Bombay, Tata Institute of Social Sciences
4. Dhruv, M.J. (1963). Education for family life. *Journal of family welfare*, (64, p60-63).
5. Gough, Kathleen. (1971). The Origin of Family, *Journal of Marriage and Family*, 33(4), 760-770
6. Harris, C.C. (1969). *The Family : An Introduction*, London, George Allen and Unwin Ltd.,
7. India: Ministry of Welfare (1994). India's commitment to family well being, An overview of the Report of the National Seminars on the International Year of the family, Bombay: TISS
8. James Lissy(1999). *Family Counselling in Family Courts: An analysis of Psycho-Socio Dynamics of Families of Litigants* (Thrissur Family Court). Discussion Paper, No. 13,Trivandrum, Kerala Research Programme on Local Development Centre for Development Studies
9. James M. White, Todd F. Martin, Kari Adamsons (2019).*Family TheoriesAn Introduction* ,Fifth Edition, New Delhi, Sage Publications
10. Janssens, Augelique. (1993), *Family and Social Change : The Household as a process in an Industrializing Country*, Cambridge, Cambridge University Press
11. Kurian.G. (1982).*A review of marriage and adjustment in Indian families*. In John. S.Augustine Edition. The Indian family in transition, Delhi, Vikas.
12. Mathew, P. D. & P.M. Bakshi(1994). *Family Courts*, New Delhi, Indian Social Institute
13. Ministry of Health and Family Welfare (1994). *Annual Report 1992–93*. New Delhi: MOHFW
14. Stone, Linda(1997). *Kinship and marriage*, Colorado,West view Press.
15. Vern L.et al (2013)*Family Theory and Research*, New Delhi, sage Publications
16. Wake, Stainland. (1974). *The Development of Marriage and kinship*, Chicago, University of Chicago Press

CONCENTRATION PSW S 12053 (C) WOMEN - EMPOWERMENT AND DEVELOPMENT

2 Credits

Course Outcomes:

- CO 1** Acquire the knowledge of women oriented theories and student able to deliver logical explanation of some phenomena related to women.
- CO 2** Demonstrate the critical thinking on why gender important in development and gender mainstreaming.
- CO 3** Articulate the connection between societal institutions and power structures and the impact the material realities have on women's lives.
- CO 4** Perceive the intersections between gender and other social and cultural identities, including race, ethnicity, national origin, religion, class, age, disability and sexuality.
- CO 5** Democratically engage for the human rights and for the social justice for women.

Module 1

Introduction of Women Studies: Concept of Women's Studies -- Status of women- Global, Indian and Kerala- Education, Family, Employment, Society. Role of women in Family and Society among different groups - History and Emerging trends, Divorce. Terminologies related to women. Women in Development (WID) Women and Development (WAD) and Gender and Development (GAD) The Welfare Approach, The Equity Approach, The Anti - poverty Approach, The Efficiency Approach, The empowerment Approach,.

5 Hours

Module 2

Women and Theories: Engendering Women: Concept of Gender- Gender and Equality. Theories – Feminism, Male gaze, Third Place theory, Brahmanical Patriarchy etc. Women's Movements- International, India and Kerala - Origin, History and Importance. Feminist ideologies- Various approaches to feminism- Masculinities, Patriarchy, Eco- Feminism, Transgender Politics, Lesbian, Cyber feminism, Menstrual Activism etc. Feminism in India - Liberal, Radical, Socialist, Post modern. Discrimination against women based on Sexual Orientation and Gender Identity.

5 Hours

Module 3

Women and Health: Women and Health- Indicators- Health issues of women, Malnutrition- Anemia- Reproductive Health, Maternal mortality and Infant mortality rate in India. Women and HIV/AIDS - Policies & Programmes for improving Health & Nutrition status of women, Maternity and child health services

3 Hours

Module 4

Participation of Women in Development Sector: Policies, liberalization & Globalization & its impact on women- feminization of poverty, Rights for women- Home, Work place- Equal Wage and Remuneration. Women Empowerment- Concept of Empowerment- Social, Economic, Political and Physical Empowerment, Indicators of women Development- Gender Analysis, Gender Sensitivity, Gender Auditing, Gender Budgeting. Women Entrepreneurship- SHGS, Women Leadership and

Mobilization. NGO's working in the chief of women development. Women in politics: Power politics. Women in Local Governance 73rd and 74th amendments and reservation.

5 Hours

Module 5

Issues and women's rights in India: Constitutional provisions and Legislation in India for women- National and State Women commission- Structure and Functions, National Policy for Women Development. CEDAW. Law related Family and Marriage: Marriage Laws (Hindu and Muslim), Dowry prohibition Act 1961, Divorce Laws (Hindu and Muslim), Adultery Law- Section 497, Issues and rights related abortion, The Protection of Women from Domestic Violence Act 2005, Right to Property, Status of Widows, Unwed mothers and Destitute. Laws against violence and sexual crimes- Rape, Immoral traffic, Indecent representation of women, Immoral Traffic Prevention Act 1956 etc. Labor laws and women: Gender division of Labor - Rural and Urban. Organized and unorganized sectors, Trends in women's Employment, Equal Remuneration Act, The Maternity (Amendment) Bill 2017, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Marginalization of women - Dalit, Tribal and Black women.

6 Hours

Methodology

Lecturers, Reading material, Article Review, Discussion, Debates Assignments, Analysis & Learning, Field work, News clippings & Individual activities

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/ Tutorials (Hrs)	Lab/ Field Hrs	Assessment
CO 1	Acquire the knowledge of women oriented theories and student able to deliver logical explanation of some phenomena related to women	PO 1/ PSO 2, PSO 6	U	C, F	4	0	Assignments and Presentation
CO 2	Demonstrate the critical thinking on why gender important in development and gender mainstreaming	PO 1, PO3/ PSO 1, PSO 5 PSO 6	U, Ap	C, Pr	4	0	Assignments and presentation
CO3	Articulate the connection between societal institution and power structures impact the material realities of women's live	PO1, PO 3/ PSO4, PSO7, PSO8	Ap An	Pr, C	4	4	Assignments, Debates and field visit

CO4	Perceive the intersections between gender and other social and cultural identities, including race, ethnicity, national origin, caste, religion, class, aged, disability and sexuality etc	PO2/PSO1, PSO3, PSO4, PSO8	U	F	4	4	Assignment, Documentary of social problems related to women
CO5	Democratically engage for the human rights and social justice for women.	PO3,PO4/ PSO5, PSO8	Ap	Pr	2	4	Reports based on field visits Participation in social movements

Essential Readings:

1. International Development Research Centre (2010). *Dalit Women Right and Citizenship in India*, New Delhi, Indian Institute of Dalit Studies.
2. Lena Dominelli (2000). *Feminist Social Work Theory and Practice*. New York, Palgrave
3. Maria Mies and Vandana Shiva (1993). *Eco feminism*. Jaipur, Rawat Publication.
4. Nivedita Menon (1999). *Gender and Politics in India*. New Delhi, Oxford.
5. Robinson Victoria and Richardson Diane (1997). *Introducing women's studies*, London , Palgrave.
6. S R Bakshi and Kiran Bala (2000). *Social Status and Role of Women*, New Delhi, Deep and Deep.

Reading List:

1. Ariel Salleh(1997). *Eco Feminism as Politics. Nature, Marx and the Postmodern*, London , Zed Books Ltd.
2. Christine L Williams & Arlene Stein.(2002) *Sexuality and Gender*. UK , Blackwell.
3. Gurpreet Bal (2016). *Contemporary Gender Issues Identity Status and Empowerment*, Jaipur, Rawat Publication.
4. Karin Kapadia (2003). *The Violence of Development- The Politics of Identity, Gender and Social Inequalities in India*, London, Zed Books Ltd.
5. Manoranjan Pal, Premananda Bharati, Bholnath Ghosh T S Vasulu(2009). *Gender and Discrimination- Health, Nutritional Status and Role of Women in India*. New Delhi, Oxford.
6. Rose Weitz (2003). *The Politics of Women's Bodies*, New York, Oxford University Press
7. Uma Chakravarti(1993). Conceptualizing Brahmanical Patriarchy in Early India Gender, Caste, Class and State. *Economic and Political Weekly*, 28(14) pp. 579-585
8. Vikas Mehta and Jennifer K Bosson.(2010). *Third Places and the Social Life of Streets*. New Delhi, SAGE.

ELECTIVE PSW M 12033 PERSONALITY DEVELOPMENT THEORIES AND PRACTICE

Credits: 4

Course Outcomes

CO 1 Understand the important theories on personality development

CO 2 Understand the different attributes of personality

CO3 Integrate knowledge on personality development with social work practice

CO4 Critically analyze the criteria for assessing the personality development

CO 5 Acquire skills in preparing and conducting personality development training module and workshops.

Module 1

Understating Personality - Meaning and Definitions - Dimensions of Personality (Physical, Psychological, Social, Cultural, Emotional) - Important theories of personality – Different approaches to personality development- Types of Personality and Analysis of typical characters

20 Hours

Module 2

Attributes of Personality: communication skill - formal and informal body language, appearance, soft skills, EQ, cultural adaptability, stress management, relationship skills – Requirements for personality development (Motivation, Confidence, Creativity, resilience) – Transactional Analysis

20Hours

Module 3

Imparting personality development trainings: How to prepare for personality development trainings – Contents of trainings- training modules- Attributes of a good personality development trainings – How to deliver personality development trainings – Qualities of a personality development Trainer – Scope and Application of Social Work methods in Personality Development programmes.

20 Hours

CO	CO Statement	PO/PS O	CL	KC	Class Sessions / Tutorial s (Hrs)	Lab/ Field Hrs	Assessment
CO 1	Understand the important theories on personality development	PO 1	F, C		20hrs		Assignment s, Exam
CO 2	Understand the different attributes of personality	PO 1,	F		10hrs		Literature review, Exam
CO3	Integrate knowledge on personality development with social work practice	PO4	C, P		10hrs		Case analysis
CO4	critically analyze the criteria for assessing the personality development	PO1	C, P		10hrs		Article review, exam, assignment
CO5	Acquire skills in preparing and conducting personality development training module and workshops.	PO 2	P		10Hrs		Practical assignments

Essential Reading :

1. Kimbel Young(2001). *Personality and Problems of Adjustment*, New Delhi, Surjeet Publications,
2. Allen Pease(1998) *Body Language*, New Delhi, Sudha publishing House
3. Robert Frogger and James Fadiman(2007). *Personality and personal growth*, New Delhi, Pearson Edn,
4. Vaillant G E(1977). *Adaptation to life*, Boston , Little Brown
5. Gabbard G O(2014). *Psychodynamic Psychiatry in Clinical Practice*, Washington, American Psychiatry Press

ELECTIVE PSW M 12034 HUMAN RESOURCE DEVELOPMENT FOR SERVICE ORGANISATIONS

Credits: 4.

Course Outcomes

- CO 1** Understand the concept of Human Resource development.
CO 2 Analyze the Human resource development policies and programs.
CO 3 Develop skill in analyzing organizational Behaviors.
CO 4 Plan and implement Human resource development programs in the Service Organisations
CO 5 Execute need assessment and performance appraisal of service organizations
CO 6 Work in the Human Resource development Sector

Module 1

HRD&HRM: Concept, meaning, components and significance in Service Organisations – Philosophy of HRD - Techniques, Process & Outcomes of HRD - Indian Perspectives and experiments in HRD - Various Approaches- Gender aspects in HRD – Organisational Development Process - Scope of Social Work Methods in HRD

15 Hours

Module 2

Human Service Organisations – Concepts, Meaning, Structure Functions, Characteristics Organogram – Issues of HRD in HSO's - HRD Policies and programmes of Human Service Organisations Analysis on different Human Service Organisations in International, National and State levels

15 Hours

Module 3

Organisational Behavior - Leadership, Organizational Communication, Motivation, Creativity, Innovation, - Groups and Teams in Service organisations, - Job satisfaction, Concepts and correlates in HSOs, - Stress management, Staff development in Human Service Organisations – Performance appraisal.

15 Hours

Module 4

Training for HRD - Need assessment - Programme planning - Module preparation- Implementation-Management-Evaluation-Documentation and Reporting

15 Hours

CO	CO Statement	PO/PS O	CL	KC	Class Sessions / Tutorial s (Hrs)	Lab/ Field Hrs	Assessment
CO 1	Understand the concept of Human Resource development.						Assignment, Exam

CO 2	Analyze the Human resource development policies and programs.						Assignment, exam
CO3	Develop skill in analyzing organizational Behaviors.						Case reviews
CO4	Plan and implement Human resource development programmes in the Service Organisations						Practical assignments
CO5	Execute need assessment and performance appraisal of service organizations						Assignments
CO 6	Work in the Human Resource development Sector						Field practicum

Essential Reading

1. Gary Dessler(1991). *Personnel/Human Management*, New York, Prentice Hall Resource,
2. Susan E.Jackson and Randalla Shuller (2000). *Managing Human Resources*, Cornell, South Western College Publishing
3. Bratton John and Jeffery Gold(1994). *Human resource Management- Theory and Practice*, London, Palgrave Macmillan
4. Malcolm Payne(2000). *Team work in Multi professional care*, London, Macmillan,
5. Sankaran R and Rodrigues(2007). *A Handbook of the Management of Voluntary Organisations*, Madras, Allied Publishers
6. Chopra R K (2010). *Office Organisation and Management* , New Delhi, Himalaya Publishing House

ELECTIVE. PSW M 12035 ECOLOGY AND SUSTAINABLE DEVELOPMENT
Credits: 4

Course Outcomes

- CO1** Understanding the concept of ecology and theories of ecology
- CO 2** Analyze the relations between ecology and development
- CO 3** Understand the human dimensions in environmental problems
- CO 4** Understand the concept of sustainable development
- CO 5** Critically evaluate the policies and global efforts to mitigate environmental problems
- CO 6** Promote alternative enquiries for ensuring ecological justice

Module 1

Ecology – meaning and definition – Philosophy of development and ecology - Approaches to Ecology - Environment and Ecology- concept and components – A systems perspective, A multidisciplinary perspective, Deep Ecology, Eco feminism, Marxian ecological Perspective Factors determining Ecology- Ecology in relation with human life – Threats to ecology in the universe (pollution, waste management, e waste, depletion of natural resources, green house effect, global warming) – Measures to compact the threats – National and International discourses on Ecology
20 Hours

Module 2

Deliberations on development – Meaning and definition of Sustainable Development – Characteristics of sustainable Development – Important conventions of Sustainable Development – Sustainable Development and Millenium Development Goals(MDG)
20 Hours

Module 3

Ecological issues in sustainable development – Developmental initiatives and ecological concerns - Ensuring ecological balance in development programmes – Environmental Impact Assessments (EIA) – Features of sustainable development programme – Indigenous Technologies as an Alternative for Sustainable Development.
10 Hours

Module 4

Policies and legislations related to ecology and development – Govt Responsibility and initiatives – Role of NGOs in ensuring sustainable development and ecology – Strategies and for sustainable development and ecology: case studies
10 Hours

CO	CO Statement	PO/PS O	CL	KC	Class Sessions / Tutorial s (Hrs)	Lab/ Field Hrs	Assessment
CO 1	Understanding the concept of ecology and theories of ecology				15	0	Article review , Assignment
CO 2	Analyze the relations between ecology and development				10	0	Assignment
CO 3	Understand the human dimensions in environmental problems				5	5	Case studies, exam
CO 4	Understand the concept of sustainable development				10	0	Literature review
CO5	Critically evaluate the policies and global efforts to mitigate environmental problems				10	0	Exam, case analysis
CO 6	Promote alternative enquiries for ensuring ecological justice				5	10	Case study presentation

Essential Reading :

1. Govindan Parayil (2000). *Kerala the development experience – reflections on sustainability*, New Delhi, Zed Books
2. Gopal Iyer (1996). *Sustainable Development - Ecological and Social Dimensions*, Edt. New Delhi, Vikas
3. Pushpam Kumar and Sudhakar Reddy(2007) *Ecology and Human Wellbeing*, Edt, New Delhi, Sage
4. Nityananda Satapathu (1998). *Sustainable Development*, Ahamedabad , Kanavati Publishers,
5. Paul Elins(2000). *Economic Growth and Environment Sustainability*, London, Routledge,
6. Uduai Pratap Sing & Anuradesh Kumar Sing(1999). *Human Ecology and development in India* New Delhi , APH publishers
7. Baviskar, Amita. (1995). *In The Belly Of The River*. New Delhi, Oxford
8. Shiva, Vandana. (2015). *Who really feeds the world*. New Delhi: Women Unlimited.
9. ————. (2009). *Soil, Not Oil*. New Delhi: Women Unlimited.
10. Gadgil, Madhav. (2010). *Ecological Journeys: Science and Politics of Conservation in India*. New Delhi: Permanent Black.
11. Roy, Arundathi. (2013). *Algebra of Infinite Justice*. New Delhi. Penguin

ELECTIVE: PSW M 12085 METHODS AND STRATEGIES OF ASSESSMENT IN SOCIAL WORK INTERVENTION

Credits: 4

Course Outcome

- CO 1** Learn the possible assessment strategies and tools in social work
- CO 2** Understand the theoretical and practical implications of the Assessment strategies
- CO 3** Adapt the methods and strategies of assessment in social development engagements
- CO 4** Critically scrutinize the relevance of different assessment methods and strategies
- CO 5** Conduct various assessments in Social development programmes
- CO 6** Create a evidence basis for the professional practice

Module 1

Assessment in Social Development: Meaning, Definition, Scope, Applications-Assessment for intervention-Assessment for Policy formulation-Assessment and research-Assessment and Testing-Test Development and application-Application of Statistics in Test Development

Module 2

Prioritisation: Meaning, Definition, Goals, Methods of Prioritisation, Prioritisation matrix, Prioritisation tools, Prioritisation attributes, Prioritisation of testing-steps, importance method, Ranking methods

Module 3

Need assessment: Definition, purpose, goals, importance, Steps in conducting the need assessment, Types of need assessment(Gap assessment, Feasibility assessment)-Need assessment methods (FGD, public issue forum, Secondary data analysis, community survey, interview, Asset mapping, observation tests)- Participatory methods in need assessment- Need assessment in HRD: Training Assessment-Disaster Proneness Assessment

Module 4

Social and Economic assessment: Definition, purpose, principles, Tools and techniques of Social assessment-Process of Social assessment-Social assessment design(Sustainable Livelihood Framework, Right based approaches, Value chain analysis, Ecosystem assessment frame work) Participatory development approaches in Social assessment, Areas of social assessment: family assessment, poverty assessment, environmental assessment, assessment in health promotion, Gender analysis, self, peer, group assessment, Risk assessment, Social assessment in child care interventions Economic assessment, Income and Expenditure assessment, Asset Assessment- Social accounting and Auditing

Module 5

Psychological Assessment: Psychological Assessments:-Definition, purpose, Tools of psychological assessment- Types of psychological assessment-Personality assessment methods-Intelligence assessment methods, Behavioural assessment methods- Projective tests Observational assessment-Geriatric Assessment- Disability assessment, **Psychiatric assessment:**-Definition & Purpose- MSE- Physical examination-Physical investigation-Psychiatric assessment tools-Multi disciplinary assessment-Cross cultural Psychiatric assessment- Psychiatric assessment in community practice-Functional assessment

Methodology

Class room lectures- reading materials and discussions, interactions with field practitioners, debates, and assignments

CO	CO Statement	PO/PSO	CL	KC	Class Session s/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Learn the possible assessment strategies and tools in social work	PO1,PO4 /PS02, O4	C	U	9		One word questions and answering
CO2	Understand the theoretical and practical implications of the Assessment strategies	PO1,PO2 PO3,PO4 /PSO5	C	U	10		Assignments and critical writings
CO3	Adapt the methods and strategies of assessment in social development engagements	PO1/PS O2	C	A	9		Micro projects
CO4	Critically scrutinize the relevance of different assessment methods and strategies	PO1,PO2 PO3, PO 4/ PSO5	Affective	Analysis	10		Short essay
CO5	Conduct various assessments in Social development programmes	PO1,PO3/ PSO6	Kinetic	Application	12		Assignments and discussions
CO6	Create a evidence basis for the professional practice	PO1,PO3/ PSO6	Affective	Creation	10		Comprehensive writing as essay

Essential Reading

1. Gary Groth Marnet (20009). *Handbook of Psychological Assessment*. New Jersey, John Wiley & Sons Inc.
2. Ronald Jay Cohen and Mark E Swerdile(2017). *Psychological Testing and Assessment an Introduction to Tests and Measurement*, New Delhi Mc Graw Hills
3. Udai Pareekand T Venkateswara Rao(2005). *First Hand book of Psychological and Social Instruments*.New Delhi, Concept Publishing

ELECTIVE: PSW M 12086 FAMILY LIFE EDUCATION AND SOCIAL WORK PRACTICE

Credits: 4 Course Outcomes:

- CO1** Understand the concept and components of Family Life Education.
- CO2** Understand the importance of reproductive health in family life education.
- CO3** Analyze the issues and concerns in contemporary family life in Indian Culture.
- CO4** Design and deliver training modules in family life education.
- CO5** Apply Social Work principles and practices in Family life education for reaching diverse audiences.

Module 1

Family life Education:- Concepts, Definitions, Practices, Principles- Target Groups: (Adolescents, Young Adults, Parents, Young married couples, Elderly)-Problems & Challenges-Scope and Relevance for family life education in the current society-Government and Non-Governmental initiatives in the field-Models and practices-Recent advances

15 Hours

Module 2

Components of Family Life Education:- (Interpersonal Relationships, Human Growth & Development, Sexuality, Family Interaction, Family Resource management, Education On Parenthood, Family and Society) Development of issues in family life-Gender concerns in parenting and relations, mental health and emotional problems- Effects and Management/Preventive Strategies of family issues

15 Hours

Module 3

Reproductive Health and Family Life Education: Physical, Psychological, Social and Emotional Growth and Development of reproductive systems-Sexually Transmitted Diseases-Sexual Harassment; Family Planning: (CPR, Population policy, Contraceptive measures)-Medical Termination of Pregnancy (MTP) Act-Family welfare Programmes.

15 Hours

Module 4

Family Life Education Module: Preparation of a family life Education module-Age and Sex appropriateness of education module-Need assessment for family life education-Tools and techniques in education programmes-Application of Social Work methods and process in Family Life Education-Evidence-based & Strength-based approaches, Role of Social Worker in Family Life Education

15 Hours

Methodology

Class room lectures- reading materials and discussions, interactions with field practitioners, debates, and assignments

CO	CO Statement	PO/P SO	CL	KC	Class Sessions/Tu torial Hrs	Lab/Fi eld Hrs	Assessment
CO1	Understand the concept and components of Family Life Education.	PO2/ PSO5	U	C	8	0	Assignments and presentations
CO2	Understand the importance of reproductive health in family life education.	PO1/ PSO2	U	F	8	0	Assignment and presentations
CO3	Analyze the issues and concerns in contemporary family life in Indian Culture.	PO1/ PSO5	An	F	5	5	Assignments, Article reviews, discussion
CO4	Design and deliver training modules in family life education.	PO2, PO4/ PSO8	C	P	5	7	Develop training modules and presentation
CO5	Apply Social Work principles and practices in Family life education for reaching diverse audiences	PO2,P O3/ PSO3	Ap, C	P	5	7	Article reviews, Discussions, Case reviews and presentations

Essential Readings:

1. Aparajitha Chowdhary (2006). *Family life education in India - perspectives , challenges and applications*, Jaipur, Rawat publications
2. Jennifer S. Reinke &, Michael J. Walcheski (Ed)(2015).*Family Life Education: The Practice of Family Science*”, National Council on Family Relations (ncfr),.
3. K. Park(2007). *Preventive and SocialMedicine*, Jabalpur, M/s Banarsidas bhanot publishers.
4. Rabindra Nath Pati (2008). *Family planning*, New Delhi ,APH publishing corporation,
5. Yogendra k sharma (2006).*Population Education - concepts, principles and approaches*, New Delhi, Kanishka publishers & distributors.

ELECTIVE: PSW M 12087: NATURAL RESOURCE MANAGEMENT AND SOCIAL WORK PRACTICES

Credits: 4 Course

Outcomes:

- CO1** Understand the concept and relevance of Natural Resource management (NRM).
- CO2** Understand different types of Natural Resources.
- CO3** Critically evaluate the Community based approaches to NRM.
- CO4** Analyze the impact of policy, market state and civil society actors in NRM at Community level
- CO5** Apply Social Work principles and strategies in working with NRM sector

Module 1

Natural Resource Management: Concept, Definitions, components- Significance of NRM in the context of global warming- Bio diversity-Ecocentrism-Social Work practices in NRM-Role of government and NGOs in NRM-Methods and strategies in Natural resources management-Social movements for Natural resources-Conservation and judicious use of natural resources- CSR and NRM- Indian Forest Policies& Legislations

15 Hours

Module 2

Forest:Forest types-role of forest, Forest products: (classification, demand and supply) Wild Life Conservation-Tribes and forest-Classification of forest land-Deforestation, Afforestation and Selective felling; Classification of Forest Management: (Social Forestry, Community Forestry, Participatory Forest Management) – Eco tourism

10 Hours

Module 3

Water: Surface and groundwater, Water management, Rain water harvesting; Water shed management- , Community participation& their systems and structures-Community management of drinking water supply (Swajal, Janani, Swajaldhara schemes) - Surface and ground water recharge; Aquaculture& Inland tourism,(community management , role of Matsyafed)

10 Hours

Module 4

Land and Soil: Landforms- Types and Significance, Degradation of land- Causes and Effects-Mining and big dams-Desertification-Soil erosion-Soil conservation-Biodegradable and non-biodegradable substances-Natural and Organic Farming and Soil conservation- Indigenous knowledge and agriculture-Participatory Technology Development

15 Hours

Module 5

Energy: Different forms of energy, Conventional and Non-conventional sources of energy: Fossil fuels, Coal and Petroleum, Solar energy; Biogas; Wind, Water and Tidal energy; nuclear; Renewable versus non-renewable sources-Energy requirement-Community based initiatives and Management of Energy sources

10 Hours

Methodology

Class room lectures, assignments, field visit to community managed NRM programmes & agencies, guest talks by practitioners

CO	CO Statement	PO/P SO	CL	KC	Class Sessions/Tu torial Hrs	Lab/Fi eld Hrs	Assessment
CO1	Understand the concept and relevance of Natural Resource management (NRM).	PO2/ PSO5	U	C	8	0	Assignments and presentations
CO2	Understand different types of Natural Resources.	PO1/ PSO2	U	F	8	0	Assignment and presentations
CO3	Critically evaluate the Community based approaches to NRM.	PO3/ PSO5 PSO6	E	P	5	5	Assignments, Article reviews, discussion
CO4	Analyze the impact of policy, market state and civil society actors in NRM at community level.	PO4/ PSO8	An	P	5	7	Case studies and presentation
CO5	Apply Social Work principles and strategies in working with NRM sector.	PO4/ PSO7	Ap	M	5	7	Article reviews, Discussions, Case reviews and presentations

Essential Readings:

1. C. V. S. Murty, Watershed Management in India, New Delhi, New Age International Publishers,
2. Pachauri R. K. & Sridharan, 1997, Looking back to Think Ahead, New Delhi. The Energy Research Institute
3. R. F. Dasmann (1968). *Environment Conservation*, New York, John Wiley and Sons,.
4. Rodgers & Panwar, (1988) *Planning Protected Area Network in India*, Panwar, Vol. I & II.
5. T. N. Khoshoo (1988) *Environment Concerns and Strategies*. Ashish Pub. House,
6. Todd (1959) *Groundwater Hydrology*, New Delhi, John Wiley & Sons
7. Wasi Ullah, S. K. Gupta & S. S. Dalal (1972). Hydrological Measurements for Watershed Research. *Journal of Environmental Biology*, 103(3)

Course Outcome

CO 1 Familiarize with the roles and functions of a Social Worker in concentration specific agency

CO 2 Identify the importance of theoretical learning in field work, according to their concentrations.

CO 3 Gain in depth knowledge relevant to their concentrations

CO 4 Design a project proposal based on the requirements of specific concentrations

CO 5 Familiarize with methods of Social Work in concentrations

CO 6 Apply the skill in documentation and reporting

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO 1	Familiarize with the roles and functions of a Social Worker in concentration specific agency	PO 3/PSO 1, 3	U	F			Report and Presentation
CO 2	Identify the importance of theoretical learning in field work, according to their concentrations	PO 1/PSO 2, 3,	An	C			Report, Supervisory conference, Case presentation
CO 3	Gain in-depth knowledge relevant to their concentrations	PO1, 3/PSO 1, 3	Ap	P			Case study, Case Intervention Report
CO 4	Design a project proposal based on the requirements of specific concentrations	PO1, 3/PSO 2, 7	C	C, P			Project Proposal Evaluation
CO 5	Familiarize with methods of Social Work in concentrations	PO 3/PSO 1, 3	U	F			Report and Presentation
CO 6	Apply the skill in documentation and reporting	PO1, 3/PSO 2, 7	C	C, P			Project Proposal Evaluation

SKILL PSWM 12082 (C) - SKILL DEVELOPMENT - III

1 Credit

Course Outcomes

CO 1 English & Malayalam Language Proficiency - Acquire language proficiency in speaking, reading and writing at functional levels in English & Malayalam language.

CO 2 Internet & ICT Skill- Apply internet and ICT skills in social work

CO 3. Social Entrepreneurship – Design, develop and execute models for social entrepreneurship

Module 1 - English & Malayalam Language Proficiency –Listening, speaking, reading & writing

Module 2 - Internet & ICT Skill – E mail, MS Office, ICT in social work

Module 3 - Social Entrepreneurship – Planning and organizing community resources, camps-workshops-training programmes

CO	CO Statement	PO/PSO	CL	KC	Class Sessions /Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Acquire language proficiency in speaking, reading and writing at functional levels in English & Malayalam language	PO 2,3, PSO 3,7,8	AP	P	6	18	Comprehension test
CO2	Apply internet and ICT skills in social work	PO 2,3, PSO 7,8	AP	C,P	10	10	Computer lab test, presentation
CO3	Design, develop and execute models for social entrepreneurship	PO 1,3,4, PSO 1,2,3,7	An, Ap,C	C,P		10	Report, presentation, field assessment

IV . SEMESTER

CORE PSW S 12076 COUNSELING AND THERAPIES

2 credits

Course outcomes:

- CO1** Understand theories and approaches in counseling
- CO 2** Familiarize therapies and its application in counseling process
- CO 3** Build and engage in therapeutic relationship with the clients
- CO 4** Acquire micro-macro skills and techniques of counseling.
- CO 5** Integrate counseling with social work practice
- CO 6** Know the relevant settings and practice the process in the same

Module 1

Counseling: Definition, Misconceptions, Goals, Principles,. Preventive Counselling, Promotive Counselling, Crisis counseling; Methods (– Directive, Non-directive and Eclectic). Existential Counseling, Counseling and social work practices, Ethics, Legislations, counseling licensing in India, Research in counseling.

6 hours

Module 2

Counselling Process, Phases, Qualities and skills of counselor in each phase, Importance of Counsellor - Counselee relationship, Therapeutic alliance, Tools and Techniques applied in the process.

9 hours

Module 3

Therapeutic Approaches and techniques in counseling: Counselling and Psychotherapy- Psychoanalytic Psychotherapy, Client centered therapy, Behavior therapy, Cognitive therapy, Rational Emotive Therapy, Gestalts therapy, Group therapy, Family therapy, marital therapy, Social Skills Training, Occupational Therapy, Play therapy, Transactional Analysis, Indigenous help, Self-help – Yoga & Meditation. Neuro Linguistic Program [NLP], Emerging trends in helping professions: Solution focused Therapy, Enneagram.

8hours

Module 4

Counselling in various settings- Medical Setting, Psychiatric Setting, Family Setting, Educational setting, Industrial setting, De-addiction setting, Crisis setting, Sex Counseling, HIV/AIDS Counselling, MNCs (Technocrats), geriatric setting, telephonic and online counseling, breaking bad news

7 hours

Methodology

Lectures—Reading materials---Discussions--- workshops, Video presentationsAssignments---Case presentations and analysis—role-plays—Field visits.

Course outcome	STATEMENT	PSO & PO	CL	KC	Class Session /Tutorial Hrs	Lab / Field Hrs	Assessment
CO1	Understand theories and approaches in counseling	PO1/ PSO 2, PSO3,	R,U	F,C	4	0	Assignments and seminars on theories
CO 2	Familiarize therapies and its application in counseling process	PO1/ PSO 2, PSO3,	U, AP	C,P	6	0	Assignment and seminars on various therapies internal examination
CO 3	Build and engage in therapeutic relationship with the clients	PO2, PO4/ PSO1,PSO7, PSO3,	AP	P	2	2	Evaluation of Role play
CO 4	Acquire micro-macro skills and techniques of counseling.	PO2/ PSO7	U, AP	C,P	3	2	One on one skill test
CO 5	Integrate counseling with social work practice	PO1/ PSO 1, PSO3	AN	C	3	0	Assignments, seminars
CO 6	Know the relevant settings and practice the process in the same	PO4/ PSO1 PSO7	U,A P	P	6	2	Written Assignments, setting specific case presentations

Essential Reading:

1. Antony, D. J. (2003). *Psychotherapies in counseling*. Dindigul, Anugraha publication.
2. Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. New York, John Wiley & Sons.
3. Dave, I. (1983). *The basic essentials of counselling*. New Delhi, Sterling Publishers Private.
4. Nelson-Jones, R. (2000). *Six key approaches to counselling and therapy*. New Delhi, Sage.
5. Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. New Delhi, Cengage Learning.

Reading List:

1. Adams, M. (2013). *A concise introduction to existential counselling*. New Delhi, Sage.
2. Austrian, S. G. (Ed.). (2008). *Developmental theories through the life cycle*. New York, Columbia University Press.
3. Bor, R., Miller, R., Gill, S., & Evans, A. (2008). *Counselling in health care settings: A handbook for practitioners*. London, Macmillan International Higher Education.
4. Corey, M. S., & Corey, G. (2015). *Becoming a helper*. Boston, Cengage Learning.
5. Duncan, E. A. (Ed.). (2011). *Foundations for Practice in Occupational Therapy-E-BOOK*. Elsevier Health Sciences. London, Churchill Livingstone
6. Jacobs, L., & Hycner, R. (2010). *Relational approaches in Gestalt therapy*, London Routledge,
7. Lapworth, P., & Sills, C. (2011). *An introduction to transactional analysis: Helping people change*. New Delhi, Sage Publications.
8. O'Connell, B. (2005). *Solution-focused therapy*. New York, Sage.
9. Rao, S. N. (1981). *Counselling psychology*. New Delhi, Tata McGraw-Hill.
10. Ray, D. C. (2011). *Advanced play therapy: Essential conditions, knowledge, and skills for child practice*. London, Routledge.
11. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. New York, John Wiley & Sons.
12. Vaknin, S. (2012). *The Big Book of NLP Techniques: 200+ Patterns & Strategies of Neuro Linguistic Programming*. Inner Patch Publishing.

COREPSW S 12077PLANNING AND IMPLEMENTATION OF DEVELOPMENT PROJECTS

2 Credits

Course Outcomes:

- CO1** Understand the concept of development project and project life cycle
- CO2** Understand strategies and assessment techniques in the planning and implementation of phases of a development project
- CO3** Apply Participatory Rural Appraisal (PRA) for the planning of a Development project
- CO4** Apply techniques and methods of effective monitoring and evaluation of development projects
- CO5** Apply skills of documentation, administration, public relation and marketing for the management of development projects
- CO6** Develop analytical skills to evaluate Development Projects
- CO7** Create budget for development project
- CO8** Create project proposals for development

Module 1

Development Projects – meaning, purpose and stages. Difference between projects and programmes, Govt. projects, Peoples plan campaign. Essentials of a development projects: Goals and objectives, feasibility and viability. Principles in development project: sustainability, development direction, viability, concern for the marginalized.

5 Hours

Module 2

Planning and implementation of projects: Need assessment and strategy formulation, Application of PRA in project formulation. Analysis Methods: Forecasting methods, SWOT analysis, stakeholder analysis, Beneficiary analysis - identification of beneficiaries, Strategies for resource mobilization, Environmental Impact assessment [EIA], Gender Impact Assessment [GIA], Social Impact Assessment, Cost benefit analysis, budgeting, Action plan and time schedule. Different tools for planning development projects, OOP, GOOP, LFA. Network analysis: Critical Path Method, PERT. Participation of stakeholders, withdrawal of agencies.

9 Hours

Module 3

Monitoring and Evaluation - Different types of M&E, Management Information System in Projects - Levels and systems for monitoring, Preparing objectively verifiable indicators for evaluation, Preparing proposal for project evaluation - Preparation of evaluation reports, Various Models and methods of M&E like PME, Gap analyses, Social auditing, transparency

5Hours

Module 4

Preparing project proposals: Application to international agencies: USAID, CIDA, ACTION AID, WORLDVISION, SAFF, UNICEF, UNDP, UNFPA etc. Advance forms of project proposals, CommModule y managed development projects. Practical sessions in project proposal writing.

6 Hours

Module 5

Project management skills- Report writing, Documenting, dissemination of knowledge. Administration of project-relation with staff, Teamwork in project, management and communication and relation with stakeholders, Public relation and marketing of social projects.

5 Hours

Methodology

Lecture classes, discussion on model development projects, workshop to prepare development projects, preparation of evaluation report and visit to a development project, PRA camp, Workshop for effective evaluation and monitoring, Preparation of budgets, Seminars, Assignments

CO.	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutori al Hrs	Lab/ Field Hrs	Assessment
CO1	Understand the concept of development project and project life cycle	PO1/P SO7	U	C	4	00	Assignment on development project and project life cycle
CO2	Understand strategies and assessment techniques in the planning and implementation of phases of a development project	PO1/P SO7	U	C, P	4	00	Assignment on strategies and assessment techniques in development project
CO3	Apply Participatory Rural Appraisal (PRA) for the planning of a Development project	PO1/P SO1,P SO7	Ap	C, P	2	4	Based on PRA camp participation and recordings
CO4	Apply techniques and methods of effective monitoring and evaluation of development projects	PO1/P SO2,P SO7	Ap	C, P	3	00	Assignment on Monitoring and evaluation techniques

CO5	Apply skills of documentation, administration, public relation and marketing for the management of development projects	PO1,P O2,PO 4/PSO 7	Ap	C, P	3	00	Tutorial- Prepare a report of an existing developmental project
CO6	Develop analytical skills to evaluate Development Projects	PO1/P SO4,P SO7	E	C, P	2	00	Tutorial- Evaluate an ongoing governmental project
CO7	Create budget for development project	PO1,P O4/PS O7	C	C, P	4	00	Prepare a budget for a development project
CO8	Create project proposals for development	PO1,P O4/PS O2,PS O7	C	C, P	4	00	Prepare a project proposal to address specified issue

Essential readings:

1. Chandra Prasanna, (1995) Projects: Planning, Analysis, selection, implementation and Review, New Delhi, Tata McGraw Hill Pub.Co.Ltd.,
2. Choudhury,S (1988). *Project Management*, New Delhi, Tata MC Graw Hill
3. M.Sam Roy(2002) *Project Planning and Management, Focusing on Proposal writing*, New Delhi,The Catholic Association of India,
4. Mukherjee, N.(1993), *Participatory Rural appraisal; Methodology and Applications* New Delhi, Concept Publishing Company
5. Stephen, T.S.(1991).*Planning for development Projects*, Bhubaneswar, PDC Network

Reading List

1. CIDA,SIDA,DANIDA Project databases
2. Fernando, Emmanuel S(1988). '*Projects from Problems*, New Delhi. Jain Book Agency
3. Jossey-Bass. Lock, Dennis (1997). *Handbook of Project Management*. Delhi, Jaico Publishing House
4. Mohsin M.(1997). *Project Planning and Control*, New Delhi, Vikas Publishing House Pvt.Ltd.,.
5. Moorthy, R V(2002) *Project Management*, New Delhi, Masters Publication,
6. Narayanasamy, N. (2009), *Participatory Rural Appraisal: Principles, methods and application*, New Delhi: Sage Publications India Ltd
7. Norton, M. &Culshaw, M(2000). *Getting Started in Fund Raising*. New Delhi: Sage Publications
8. Vasant Desai(1997). *Project Management: Preparations, Appraisal, Finance and Policy*, New Delhi, Himalaya Publishing House

DEVELOPMENT SOCIAL WORK PRACTICES (DSWP)

CONCENTRATION PSWS12078 (A) SECTORS OF DEVELOPMENT: URBAN COMMUNITY

2 Credits

Course outcomes

- CO 1** Understand urbanization process and different theories of urbanization
- CO 2** Understand the historical development of urban community development.
- CO 3** Understand the basic concepts and theories of urban community development
- CO 4** Develop a sensitivity to the needs of the Urban people and the necessary skills and commitment to work with them
- CO 5** Conceptualize urban problems
- CO 6** Acquire skills in supporting urban struggles and advocacy for removal of urban social problems.
- CO 7** Critically analyse the urban problems within the theoretical framework.
- CO 8** Create projects and policies which are consonant with the changing urban scenario.

UNIT 1

Urban community development: Meaning and definitions, Principles and strategies. Urban community: Demographic and occupational characteristics . Historical development of urban community development in India ,Colonial urban development in India. Socio economic political and ecological perspectives of urban community at national and international level

Urbanization: meaning and characteristics. Theories of urbanization – Chicago School. Urban ecology, concentric zones etc. Industrialization: meaning and concept, correlation between industrialization and urban development. Theories of urban community development: Garden City Theory, Satellite City Theory, Organic Decentralization Theory, Theory of Urban Agglomeration Economics, Urban Rural Integration Theory .Cities: meaning and definitions, Theories of City Growth Model. Slums: meaning and definition, theories of slum development. Sustainable Urban Development. Urban Problems and Development

8 Hours

UNIT 2

Urban planning: concept, meaning and importance, Ancient and modern urban planning
Urban housing and urban housing manual. Urban forest Urban community development and NITI
Ayog

6 Hours

UNIT 3

Urban basic service programmes. Multiple ecosystem services – green infrastructure planning
Urban infrastructure, urban agriculture, urban livelihood, urban poverty, urban health, urban waste management and urban sanitation. Decentralized urban community development: Neighbourhood groups, Area Development Society, Community Development Society. Slum development programmes and policies. Participatory slum development in India. Slum removal to renewal, slum dwellers and footpath dwellers organizations. Urban Community Development Programme under Municipal Corporation - Jawaharlal Nehru Urban Renewal Mission, Suvarna Jayanti Shahari RojgarYojana. Urban water supply and sanitation, urban co-operative Banks and their functioning in Kerala, Planning and Governance of Cities: Systems, issues and Perspectives. NGO initiatives in urban development – national and international

8 Hours

UNIT 4

Historical Development of Municipal Administration in India. Municipalities and Corporations: Structure and functions. Functions of Development Authorities like Delhi Development Authority [DDA], Greater Cochin Development Authority [GCDA], Trivandrum Development Authority [TRIDA]. 74th constitutional Amendment and the Municipal Act of Kerala: An overview

8 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis – Assignments, Debating concurrent urban issues among the students

CO	CO STATEMENTS	PO/PSO	CL	KC	Class Session s/Tutorial Hour	Lab/Field Hours	Assessment
CO 1	Understand urbanization process and different theories of urbanization	PO1,PO 2/PSO2	U	C	10	0	Assignment
CO2	Understand the historical development of urban community development.	PO1,PO 2/PSO2	U	F, C	5	0	Assignment
CO3	Understand the basic concepts and theories of urban community development	PO1,PO 3/PSO2	U	C	10	0	Assignment
CO4	Develop a sensitivity to the needs of the Urban people and the necessary skills and commitment to work with them	PO1,PO 2/PSO8	C	C P	10	0	Assignment
CO5	Conceptualize urban problems	PO2,PO 3/PSO6	An	C	10	0	Assignment Focus group discussion
CO6	Acquire skills in supporting urban struggles and advocacy for removal of urban social problems.	PO4/PSO4	C, An	P	8	5	Assignment
CO7	Critically analyse the urban problems within the theoretical framework.	PO2/PSO5	An	C	8	0	Assignment Debates
CO8	Create projects and policies which is consonant with the changing urban scenario.	PO2,PO 4/PSO4, PSO7	C	P	10	5	Assignment Focus group discussion

Essential Readings:

1. Abdel-Rahman, H. M., & Anas, A. (2004). Theories of systems of cities. In *Handbook of regional and urban economics* (Vol. 4, pp. 2293-2339). Elsevier.
2. Durand-Lasserve, A., & Royston, L. (Eds.). (2002). *Holding their ground: Secure land tenure for the urban poor in developing countries*. Earthscan.
3. Hall, P., & Tewdwr-Jones, M. (2010). *Urban and regional planning*. London, Routledge.
4. Haughton, G. (1997). Developing sustainable urban development models. *Cities*, 14(4), 189-195.
5. Rakodi, C. (2014). *Urban livelihoods: A people-centred approach to reducing poverty*. London, Routledge.
6. Ramachandran, R. (1992). Urbanization and urban systems in India. New Delhi, OUP Catalogue.
7. Rao, V. (2012). Slum as Theory; Mega-Cities and Urban Models. *The SAGE handbook of architectural theory*, 671-686
8. Tanner, M. (2014). *Urban health in developing countries: progress and prospects*. London, Routledge.

Reading Lists:

1. Andavarapu, D., & Edelman, D. J. (2013). Evolution of slum redevelopment policy. *Current Urban Studies*, 1(04), 185.
2. Bahadure, S. P., & Kotharkar, R. S. (2012, June). Social Sustainability and Mixed Landuse. In *International Conference on Advances in Architecture and Civil Engineering (AARCE)* (pp. 725-731).
3. Brindley, T. (2003). Village and community: social models for sustainable urban development. *People, Places and Sustainability*, 66-82.
4. Cairncross, S., Hardoy, J. E., & Satterthwaite, D. (Eds.). (1990). *The poor die young: housing and health in Third World cities*. London: Earthscan.
5. Das, A. (2015). Slum upgrading with community-managed microfinance: Towards progressive planning in Indonesia. *Habitat International*, 47, 256-266.
6. Das, A. K., & Takahashi, L. M. (2009). Evolving institutional arrangements, scaling up, and sustainability: emerging issues in participatory slum upgrading in Ahmedabad, India. *Journal of Planning Education and Research*, 29(2), 213-232.
7. Donovan, K. P. (2012). Seeing like a slum: Towards open, deliberative development. *Geo. J. Int'l Aff.*, 13, 97.
8. Espinosa, L., & López Rivera, O. A. (1994). UNICEF's urban basic services programme in illegal settlements in Guatemala City. *Environment and Urbanization*, 6(2), 9-29.
9. Fox, S. (2014). The political economy of slums: Theory and evidence from Sub-Saharan Africa. *World Development*, 54, 191-203.
10. Gilbert, A. (2014). Housing the urban poor. *The companion to development studies*, 21, 257-262.
11. Glaeser, E. L., Kallal, H. D., Scheinkman, J. A., & Shleifer, A. (1992). Growth in cities. *Journal of political economy*, 100(6), 1126-1152.
12. Ito, T., & Krueger, A. O. (Eds.). (2007). *Growth theories in light of the East Asian experience* (Vol. 4). Chicago, University of Chicago Press.

13. Jabareen, Y. R. (2006). Sustainable urban forms: Their typologies, models, and concepts. *Journal of planning education and research*, 26(1), 38-52.
14. King, A. D. (2012). *Colonial urban development: Culture, social power and environment*. London, Routledge.
15. Koenigsberger, O. H. (1975). *Manual of tropical housing & building*. Hyderabad, Orient Blackswan.
16. Li, F., Liu, X., Hu, D., Wang, R., Yang, W., Li, D., & Zhao, D. (2009). Measurement indicators and an evaluation approach for assessing urban sustainable development: A case study for China's Jining City. *Landscape and urban planning*, 90(3-4), 134-142.
17. McCann, P., & Van Oort, F. (2009). Theories of agglomeration and regional economic growth: a historical review. *Handbook of regional growth and development theories*, 19-32.
18. Melosi, M. V., & Hanley, J. G. (2000). The sanitary city: Urban infrastructure in America from colonial times to the present. *Urban History Review*, 29(1), 75.
19. Moser, G., Pol, E., Bernard, Y., Bonnes, M., Corraliza, J. A., & Giuliani, V. (Eds.). (2002). *People, places, and sustainability*. Boston, Hogrefe Publishing.
20. Moss, T., & Marvin, S. (2016). *Urban infrastructure in transition: networks, buildings and plans*. London, Routledge.
9. Patel, S. (2013). Upgrade, rehouse or resettle? An assessment of the Indian government's Basic Services for the Urban Poor (BSUP) programme. *Environment and Urbanization*, 25(1), 177-188.
10. Payne, G., & Majale, M. (2012). *The urban housing manual: Making regulatory frameworks work for the poor*. London, Routledge.
11. Reddick, C. G. (2004). A two-stage model of e-government growth: Theories and empirical evidence for US cities. *Government information quarterly*, 21(1), 51-64.
12. Satterthwaite, D. (1997). Urban poverty: reconsidering its scale and nature. *IDS bulletin*, 28(2), 9-23.
13. Singh, V. S., Pandey, D. N., & Chaudhry, P. (2010). *Urban forests and open green spaces: lessons for Jaipur, Rajasthan India* (pp. 1-18). Jaipur: Rajasthan State Pollution Control Board.
14. Smit, J., Nasr, J., & Ratta, A. (1996). *Urban agriculture: food, jobs and sustainable cities*. New York, USA, 2, 35-37..
15. Smith, M. E. (2007). Form and meaning in the earliest cities: a new approach to ancient urban planning. *Journal of planning history*, 6(1), 3-47.
16. Stokes, C. J. (1962). A theory of slums. *Land economics*, 38(3), 187-197.
17. Wang, Y. P. (2000). Housing reform and its impacts on the urban poor in China. *Housing Studies*, 15(6), 845-864.

CONCENTRATION PSW S 12079 (A) ECOLOGY, CONFLICT AND DEVELOPMENT ISSUES

2 Credits

Course Outcomes:

- CO1** Understand the concepts, and terminologies and intervention strategies related to ecology and development
- CO2** Critically analyze development ideologies and interventions from an ecological perspective
- CO3** Understand the development hazards created by conflicts like war, terrorism, and communal conflicts.
- CO4** Analyze and assess the fragility of survival system and development in areas of conflict
- CO5** Facilitate and cultivate the professional and theoretical understanding over the methodologies and practice of various development interventions such as disaster management, Rehabilitation etc.
- CO6** Assess environmental impacts of development projects

Module 1

Environment and Ecology- concept and components – A systems perspective, A multi disciplinary perspective, Deep Ecology, Eco feminism, Marxian ecological Perspective. Methodological approaches for environment & ecology analysis. Environment, ecology and quality of life, Environmental Crises - Development displacement and its solutions State of Environment in Developed and Developing Countries. Natural Resource Economics. Social Cost benefit Analysis, Environmental Impact Assessment, Sustainable Development and its criticisms

10Hours

Module 2

Watershed management and watershed based projects -; importance, features and strategies. Forest management and Social Forestry –Indegenous technology and Appropriate Technology. Scientific conservation. Ecological Behavior & Knowledge management: recycling, energy, water conservation, political activism, Consumerism, Commitment to environmental organizations. Waste management importance and models of Land conservation: Concept and methods. Development and environment: Issues of Noise pollution, Land pollution (Municipal industrial, Commercial, hazardous solid waste) Water pollution, Air pollution & Traffic Management

5Hours

Module 3

Disasters Management: Earthquake, Flood, Draught, Tsunami, etc.; causes and actions-Preventive, restorative and rehabilitative. Resettlement and Rehabilitation-Policy and interventions, Case studies. Threats in action, role, and responsibility of social workers in management of environment problems and disasters

5 Hours

Module 4

Relation between culture and development- influence of culture on development with examples, cultural change and development – peace, equality, justice and rights – their importance and perspectives on development- How to break the conflict trap and cycle of fragility- Communalism its implications and impact on development –perspectives and interventions related with culture, humanitarianism, communalism and development. Refugee crisis - UN policy on refugee rehabilitation. Conflicts around the world and how it impact development concerns

5 Hours

Module 5

Corporate Social responsibility, Policy consideration. Training for environmental mental set The issue of altering habits Managing Environmental challenges for future

5 Hours

Methodology

Classroom lectures, Guest lecture with practical experts, Discussions, Field visits and Role-plays

CO	CO STATEMENTS	PO/PSO	CL	KC	Class Sessions/Tutorial Hour	Lab/Field Hours	Assessment
CO 1	Understand the concepts, terminologies and intervention strategies related to ecology and development	PO1,PO2 PSO2	U	F, C	5	0	Assignment, Book reviews, Exam
CO2	Critically analyze development ideologies and interventions from an ecological perspective	PO1, PO2 PSO2	An	F, C	5	0	Field Assignment , Exam
CO3	understand the developmental hazards created by conflicts like war, terrorism and communal violence	PO1,PO3 PSO2	U	C	5	0	Assignment , Exam
CO4	Analyze and assess the fragility of survival system and development in areas of conflict	PO1,PO2 PSO8	An	C	3	4	Assignment , Exam
CO5	Facilitate and cultivate the professional and theoretical understanding over the methodologies and practice of various development interventions such as disaster management, Rehabilitation etc.	PO2,PO3 PSO6	An	C	3	4	Assignment Focus group discussion
CO 6	Assess the environmental impact of development projects	PO1, PO3 PSO 4, PSO 8	A	F, C, P	2	4	Assignment , Exam
CO 7	Acquire skills in working with communities living in conflict zones	PO 2 PSO 2 PSO 7	A	P	2	4	Case study

Essential Readings:

1. A.N Agrawal (1976). *Indian economy: Nature, Problem and Progress*, New Delhi, Vikas Publishing House
2. Bardhan P. (1984). The Political Economy of Development in India ' *Economic and Political Weekly*, 44,(49)
3. Dandekar and Ratt (1970). *Poverty in India*, New Delhi, Ford Foundation
4. Darren C. Zookr (2014). Introduction to Peace and Conflict Studies, San Diego, Cognella Academic Publishing
5. Parayil Govindan & Sreekumar T, T. (2007). Kerala's Experience of Development and Change. *Journal of Contemporary Asia*. 33(4): 465-492.
6. Ram Puniyani, Uday Mehta (2014). *Secularism in India: Concept and Practice*. New Delhi, Kalpaz Publications
7. Gadgil, Madhav. (2010). *Ecological Journeys: Science and Politics of Conservation in India*. New Delhi: Permanent Black.
41. Shiva, Vandana. (2015). *Who really feeds the world*. New Delhi: Women Unlimited.
42. ————. (2009). *Soil, Not Oil*. New Delhi: Women Unlimited.

Reading List

1. Alexandre, Marc., Willman, Alys & et al. (2012). *Societal Dynamics and Fragility: Engaging Societies in Responding to Fragile Situations*. World Bank.
2. Baviskar, Amita. (1995). *In The Belly Of The River*. New Delhi, Oxford
3. *Breaking the Conflict Trap: Civil War and Development Policy*. (2003). World Bank.
4. Cramer, C. (2006). *Civil War is not a Stupid Thing: Accounting for Violence in Developing Countries*. London, Hurst.
5. Duffield, M. (2007), *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity Press.
6. Gutiérrez-Sanin, F. (2004), *Criminal Rebels? A Discussion of War and Criminality from the Colombian Experience*, " Politics and Society. Vol 32, No. 2 (2004): 257—85.
7. Human Security Report Project (2014), *Human Security Report 2013 - The Decline in Global Violence: Evidence, Explanation and Contestation*, Canada, HSRP: Simon Fraser University.
8. Hyndman, J. and Giles, W. (2011), *Waiting for What? The Feminization of Refugees in Protracted Situations* ' in *Gender, Place and Culture*. 18 (3): 361-379
9. Parameswaren M.P. (1989). Kerala Sastra Sahitya Parishad: A Movement for Mass Education' Reform towards Equality and Reference. In, Panchamukhi. P.R. (Eds.) *Studies in Educational Reforms in India*. Delhi: Himalaya Publishing House.
10. Parayil Govindan. (Ed.). (2000). *Kerala: The Development Experience. Reflections on Sustainability and Replicability*. London: Zed Books.
11. Parfitt, T. (2013), Modalities of Violence in Development: structural or contingent, mythic or divine?' *Third World Quarterly*, 34(7), pp. 1175-1192.
12. Paris, R. (2010), 'Saving Liberal Peace building', *Review of International Studies*, Vol. 36, pp. 337-365.
13. Scheper-Hughes, N. and Bourgeois, P. (2004), *Violence in War and Peace: an anthology*, Oxford: Blackwell Escobar.
14. Steur, Luisa. (2011). Traveling Models of Indigenism and Kerala's Emergent 'Adivasi' Politics. *Anthropological Notebooks*. 17 (2): 91-109.
15. Steur, Luisa. (2014). An 'Expanded' Class Perspective: Bringing Capitalism Down To Earth in the Changing Political Lives of Adivasi Workers in Kerala. *Modern Asian Studies*. July: 1- 24.
16. Roy, Arundathi. (2013). *Algebra of Infinite Justice*. New Delhi. Penguin

CONCENTRATION PSW S 12080 (A) MARGINALIZATION AND DEVELOPMENT

2 Credits

Course Outcomes:

- CO 1** Critically analyze the Context, Process and the Politics of Marginalization with reference to the values of democracy, equality and social Justice.
- CO 2** Reflect on socio-cultural influences that engender development disparities
- CO 3** Analyze marginalization process with reference to Dalit and Tribal Communities, Women and Children and other marginalized sections.
- CO 4** Understand the constitutional provisions and welfare programmes for the marginalized sections.
- CO5** Develop skills among social work students for effective interventions among the marginalized sections.

Module I

Marginalization: Meaning and definition. Processes of Marginalization: Spontaneous or consciously made. Politics of Marginalization: Causes, Types and Determinants. Relating Social Justice and Marginality. Impacts of Marginalization: Social, Economic, Political and Cultural. Developmental policies and Marginalization: concepts of Exclusion and Inclusion - indicators of social inclusion and exclusion. Approaching Marginality: Professional and Scientific Skills.

6 Hours

Module 2

Historicizing dalits and Identity Question: Definition and Characteristics, Demographic features and cultural Patterns, Socio-economical and political status. Threats and Challenges: Atrocities against Dalits, constitutional provisions, reservation and affirmative actions. Sub division of Dalits in Kerala: Understanding Demography and Social location. Dalit organisations: Organisation Patterns, objectives, functions and interventions, Dalit movements in India and Kerala: Contributions of Ambedkar, Jothi Ba-Phule. Interventions of Sree Narayan Guru, Mahatma, Ayyankali, Poykayil Appachan and others.

6 Hours

Module 3

The concept, definition and characteristics of tribal demography. Tribes in Kerala: Primitive Tribal Groups (PTG), Socio-political status of tribes, Livelihood Patterns and Cultural Customs. Indigenous Governance Systems: Concept and features of *Ourukootam*. Tribal development: Grass root development of tribes, Issues and challenges before tribal communities. Land alienation and Tribal communities: The issue of Development induced displacement and tribal movements India and Kerala, Forest Right Act 2006. Constitutional provisions and welfare policies for tribes. The Cultural Question: Language, Identity and Racism. UN indigenous people's convention.

6 Hours

Module 4

Women and Feminism: Concept and nature. Subordination of women-Neglected images of woman, Tradition and woman. Crime committed against woman: Causes and magnitude of rape, dowry, female infanticide and feticide, molestation of woman and eve teasing, abduction of woman, exploitation of sex workers, immoral trafficking in woman. Domestic violence -Woman workers and issues in modern era-Police and crime against woman- Religion, caste and woman-Woman and media. Socio-political status of woman in world and India-Indicators of women development

6 hours

Module 5

Issues faced by children: Child Rights, Children as victims of Marginalization, Child labour in unorganized sector, child abuse and exploitation. Child welfare organizations: Welfare programmes for children and Affirmative actions. Sexual minorities: Conceptual meaning, Normative and Deviant sexual behaviour, MSM, LGBT, transgender, cis gender and intersexed. Gender binary and gender fluidity. Causes of sexual minority. Politics of Sexuality Marginalization: Queer Theory and Movements, Article 377 Supreme Court verdict -2018 and transgender policy of India and Kerala and its critique. Transgender welfare Board in Kerala. Religious Minorities: Issues, rights, constitutional provisions in India. Welfare programmes for minorities in India and Kerala

6 Hours

Methodology

Classroom lectures – reading materials and discussions – interaction with field practitioners – case presentations and media analysis - Assignments Reference

CO	Course outcome	PO, PSO	C r	K C	Class Hrs	Field Hrs	Assessment
CO 1	Critically analyse the Context, Process and the Politics of Marginalization	PO1, PO4, PSO	An	F, C	8	0	Assignments, Debates & Tests
CO 2	Reflect on the socio -cultural influences that engender development	PO 1, PO2 PSO	An	F & C	2	4	Article review, case reports
CO 3	Analyse marginalization process with reference to	PO1, PO4,	An , U	F, C	6	0	Assignments, Discussions &
CO 4	Understand the constitutional provisions and welfare programmes for the	PO4, PSO 5	U	F	5	0	Assignments and Tests
CO 5	Develop skills among social work students for effective interventions among the marginalized sections	PO2, PO3, PSO 7.	Ap	P	2	6	Field/Practical assignments

Essential Reading

- Agarwal, Bina. 1997. “‘Bargaining’ and Gender Relations: Within and Beyond the Household.” *Feminist Economics* 3, no. 1, 1–51.
- Dube, Leela. 2001. *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage.
- Dube, Saurabh. 1998. *Untouchable Past: Religion, Identity, and Power among a Central Indian Community, 1780–1950*. Albany: State University of New York Press.
- Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and Its Implications*. Complete English edition, revised, 1980 Series: (nhs) *Nature of Human Society*
- Gardner, Katy, and Filippo Osella. 2003. “Migration, Modernity and Social Transformation in South Asia: An Overview.” *Contributions to Indian Sociology* 37, nos. 1 and 2,
- Münster, Daniel. (2012). Farmers’ Suicides and the State in India: Conceptual and Ethnographic Notes from Wayanad, Kerala. *Contributions to Indian Sociology*, 46(1–2): 181–208.
- Münster, Daniel. (2014). Farmers’ Suicides as Public Death: Politics, Agency and Statistics in a Suicide-Prone District (South India). *Modern Asian Studies*, 49 (5), 1580–1605.
- Oommen, M. A. (2008). Reforms and the Kerala Model. *Economic and Political Weekly*. Vol. XLIII, No: 2, January 12: 22-5.
- Oommen, M.A. (2014). Growth, Inequality and Well-being: Revisiting Fifty Years of Kerala’s Development Trajectory. *Journal of South Asian Development*. 9 (2): 173–205.
- Panoor, K. (1963). *Keralathile Africa. (Malayalam; the Africa of Kerala)*. Kottayam: SPCS
- Parameswaran, M. P., (1998). Kerala Model: What does it signify?’ *Bulletin of Concerned Asian Scholars*, Vol. 30, No. 4: 40–42.
- Parayil Govindan & Sreekumar T, T. (2007). Kerala's Experience of Development and Change. *Journal of Contemporary Asia*. 33(4): 465-492.
- Parayil Govindan. (Ed.). (2000). *Kerala: The Development Experience. Reflections on Sustainability and Replicability*. London: Zed Books.
- Kunhaman, M. (1989). *Development of Tribal Economy*. New Delhi: Classical Publishing Company.

Kunhaman, M. (2002). *Globalisation: A Subaltern Perspective*. Thiruvananthapuram: Centre for Subaltern Studies

Kjosavik, D. J., & Shanmugaratnam, N. (2007). Property Rights Dynamics and Indigenous Communities in Highland Kerala, South India: An Institutional-historical Perspective. *Modern Asian Studies*, 41(6): 1183-1260.

Isaac, T. T., Franke, R. W., & Parameswaran, M. P. (1997). From Anti-feudalism to Sustainable Development: The Kerala People's Science Movement. *Bulletin-Concerned Asian Scholars*, 29, 34-44.

Chaudhari K Sarith and Chaudhari Suchethasen(ed.). 2005. Primitive Tribes in Contemporary India: Concept Ethnography and Demography. Vol.2. New Delhi:Mittal Publication.

Christophe von Fürer-Haimendorf. 1982. Tribes of India - The Struggle for Survival. New Delhi:University of California Press.

_____. 1990. Life among Indian Tribes, the Autobiography of an Anthropologist. New Delhi: Oxford university press.

Dube, Leela .2001. Anthropological Exploration in Gender; Intersecting Fields. New Delhi: Sage Publication.

Edleman, Mark and Angelique (ed.). 2005. The Anthropology of development and Globalisation from Classical Political Economy to Contemporary Neo-liberalism. UK: Blackwell Publication.

G.S. Ghurye. 1963. The Scheduled Tribes of India. Delhi: Popular Prakashan.

Ghurye G.S. 1943. The Aborigines-So Called –And Their Future. Poona: Gokhale institute of politics and economics.

Murickan Jose, George M, K et.al. 2003. Development-induced Displacement (A joint study by Indian social institute Bangalore and Loyola College of social science). New Delhi: Rawat publication.

HEALTH SOCIAL WORK PRACTICES (HSWP)

CONCENTRATION PSW S 12078 (B) MENTAL HEALTH— KNOWLEDGE, ENVIRONMENT AND PRACTICE

2 Credits

Course Outcomes:

- CO1 Understand the concept and characteristic of mental health
- CO2 Acquire knowledge and become skillful in identifying mental health problems
- CO3 Able to do basic psychiatric and psychosocial assessment in the setting
- CO4 Familiarize with various treatment and management modalities and practices in the mental health spectrum
- CO5 Able to apply social work interventions strategies in mental health concerns
- CO6 Acquaint with various contemporary practices and settings for mental health interventions
- CO7 Network with various community agencies and resources in relation with mental health promotion.

Module 1

Mental health: - Definitions, concepts & Characteristics—biological, psychological and Socio-cultural, Spiritual factors in mental health, positive mental health, mental hygiene

5 hours

Module 2

Psychiatry: definition, historical development as a scientific discipline, signs and symptoms of ***Mental Disorders***. Psychiatric assessment—***psychiatric interview***, history taking and Mental Status Examination (MSE), Laboratory tests in Psychiatry, Physical Examination in Psychiatry, Diagnosing process.

5 hours

Module 3

Organic mental disorders—Delirium, Dementia, Amnesic Disorders, Other Organic Disorders due to general Medical Condition, Functional Disorders, Schizophrenia, Schizo - Affective Disorders, Delusional Disorders, Mood disorders, Anxiety disorders, Eating Disorders, Sexual deviations and disorder, Somatoform disorders, Adjustment disorders, Personality disorders, Seizure Disorders (Epilepsy) Childhood disorders— Learning disorders, conduct disorders, Attention deficit disorders, Pervasive Developmental disorder, Substances related disorders, Psychiatric emergencies

10 hours

Module 4

Psychiatric Social work: Meaning and importance. Historical development of Psychiatric Social work, development and practice of psychiatric social work in India, social work intervention in mental health: psycho social assessment, family assessment, social analysis, Social diagnosis, Social work interventions in Psychiatric disorders. Psychiatric Social Worker in various mental health settings – Child Guidance Clinic, De-addiction clinics, Geriatric clinics, Schools, Counselling centers, Epilepsy clinics, Psychiatric hospitals. , Psychiatric Rehabilitation: Assessment, Principles,

Types, Multidisciplinary approach in the management of Psychiatric Disorders, Therapeutic Community

10 hours

Module 5

Community psychiatry: meaning and concept, community based care: Role of Family in the management of Psychiatric Disorders, Community based Rehabilitation. Mental health Act 1987: latest amendments and policies, mental health programmes in India, programme specific to Kerala, networking and advocacy in mental health promotion, mental health movements in India.

5 hours

Methodology

Classroom Lectures—Reading materials---Discussions--- interaction with field practitioners-- Assignments---Case presentations and analysis---media analysis

CO	CO Statement	PO/PS O	CL	KC	Class Sessions /Tutori al Hrs	Lab/F ield Hrs	Assessment
CO1	Understand the concept and characteristic of mental health	PO2/P SO3/P SO6	Un	Co	3		Assignments Media analysis (movie analysis)
CO2	Acquire knowledge and become skillful in identifying mental health problems	PO2 /PSO6/ PSO8	Un Ap	Pr	4		Assignments & exams
CO3	Do basic psychiatric and psychosocial assessment in the setting	PO2/P SO3	Ap	Pr	7		-Case presentations, discussions & analysis on each cases presented - evaluate the case reports
CO4	Familiarize with various treatment and management modalities and practices in the mental health spectrum	PO2/P SO2/P SO8	Un	Co	6		Post assessment after classroom lectures & psychiatric posting
CO5	Apply social work interventions strategies in mental health concerns	PO2,P O6	Ap	Pr	4		Case presentations and analysis
CO6	Acquaint with various contemporary practices and settings for mental health interventions	PO4/P SO7	An	Pr	3		Assignments and discussions
CO7	Network with various community agencies and resources in relation with mental health promotion	PO2/P O4/PS O8	Cr	Pr	3		

Essential Readings:

1. Kaplan & Sadock's, Synopsis of Psychiatry, B.I. Waverly Pvt. Ltd, New Delhi
2. Michael Gelder, Dennis Kath & Richard Mayou shorter. Oxford Textbook of Psychiatry fifth edition
3. Alan Car, child and adolescent clinical psychology
4. Bare Act - Mental Health Act 1987
5. Coleman C J, Abnormal Psychology in Modern Life, New York
6. Bhatia, M. S and Dhar, N K, (Ed) A Comprehensive Text Book of Child and Adolescent Psychiatry CBS Publishers, New Delhi 1996
7. Ahuja Niraj: A Short Text Book of Psychiatry
8. Richard L Strub & F. William Black The mental status examination in neurology
9. DSM V, American Psychiatric Association
10. ICD 10 & ICD 11, World Health Organization
11. K. Park, Park's Text book of preventive and social Medicine

CONCENTRATION PSW S 12079 (B) COMMUNITY HEALTH ORGANIZATION

2 Credits

Course Outcome

- CO 1 Understand the social context of health in Kerala and India.
- CO 2 Understand the concepts Community Health, Community Health Organization, Primary Health Care, Preventive Medicine etc.
- CO 3 Develop skills in conducting assessment in community health practices.
- CO 4 Practice social work intervention in community health practices.
- CO 5 Apply different tools and models of Health Education for the process of Health Promotion.

Module I

Social Context of Health: Genetic Predispositions, Ecological/ Environmental Predispositions, Socio economic Conditions. Health as an aspect of Development. Globalization and Health.

6 Hours

Module 2

Health Indicators and Indices: Characteristics and Type: Mortality, morbidity, disability, nutritional, health care delivery, utilization, quality of life indicators. Bio-statistics: Sources of Data, Computation of indicators and indices. Medico legal aspects.

6 Hours

Module 3

Community Health: meaning, concept, Community Health Organization: Concept and Scope. Community Psychiatry. Preventive medicine, Levels of Prevention, Community Based Prevention: Community Based Care and Rehabilitation. Community Health Organisation

6 Hours

Module 4

Primary Health Care: Concept, Components. Public Health Systems. -Traditional and new initiatives (AYUSH, NHM, ICDS, RCH, National Health programmes, NACO, Palliative Care)- Role and Efficacy of NGOs, CBOs and voluntary organizations in the Public health system. Social work intervention in Public Health Systems

6 Hours

Module5

Health Promotion. Medical Sociology, Health Psychology. Health Geography, Health Education: Concept, definition, objectives, approaches, models, Principles and Methods.

6 Hours

Methodology

Lectures, discussion on community health, visits to community health centers and organisations, Seminars, Assignments

CO.	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutorial Hrs	Lab/ Field Hrs	Assessment
CO1	Understand the social context of health with special reference to Kerala and India	PO1/PS O1	U	C	4	0	Assignment and presentations Article review
CO2	Understand the concepts of Community Health, Primary Health Care, and Preventive Medicine etc	PO1/PS O1	U	C, F	6	0	Assignment and discussions on concepts of Community Health
CO3	Develop skills in conducting assessment in community health practices	PO1,PO 2/PSO1, PSO3	C, E	C, F	4	0	Discussions on Community Health initiatives in India
CO4	Practice social work intervention in community health practices.	PO1/PS O2,PSO 3	Ap	C,P	4	4	Assignments and presentations Article review
CO5	Apply different tools and models of Health Education for the process of Health Promotion.	PO1,PO 3/PSO3, PSO8	Ap	C,P	4	4	Extension Activities on Health education and health promotion

Essential Reading

1. Dunham, A. (1958). *Community Welfare Organisation: Principles and Practices*. New York: Thomas Y. Crowell Co.
2. Joseph, A. E., & Phillips, D. (1984). *Accessibility and Utilization: Geographical Perspectives on Health Care Delivery*. Sage Publications Ltd.
3. Miller R.S. (1982). *Primary Health Care More than Medicine*. London: Prentice Hall Inc.
4. Park, K. (2015). *Park's Textbook of Preventive and Social Medicine (23rd Ed.)*. India: Bhanot Publishers.
5. Phillips, D. R., & Verhasselt, Y. (1994). *Health and Development*. London: Routledge.
6. Ross, M. G. (1967). *Community Organizations: Theory, Principles and Practices*. New York: Harper and Row Publishers.
7. Seghal, A. (2005). *Social Work: Psycho-Social Empowerment (In Three Volume)*. India: Isha Books.
8. Sengupta, P. R. (1976). *Community Organisation Process in India: A Sociological Study of Village Community, Its Socio economic Institutions and Groups*. Delhi: Kiran Publishers.
9. Suryakantha, A. H. (2017). *Community Medicine with Recent Advances*. India: Jaypee Brothers Medical Publishers.

CONCENTRATION PSW S 12080 (B) CHALLENGES, CHALLENGED AND EMPOWERMENT 2 Credits

Course Outcomes

- CO 1 Understand the concept of specially challenged and vulnerability.
- CO 2 Understand the issues of specially challenged and vulnerable people in Indian context
- CO 3 Critically analyse the various policies, programmes and legislations available in India
- CO 4 Develop social work intervention plan for the challenged people.
- CO 5 Acquire the skills required for social work intervention with the challenged people.
- CO 6 Apply the social work methods and strategies in empowering the challenged people
- CO 7 Evaluate and monitor the social work intervention applied along the challenged people

Module 1

Physically and mentally challenged: - Definition, characteristics, Etiology, types, issues and concerns, magnitude in India, policies, programmes, legislations, specific settings and institutions, Social work intervention and rehabilitation practices. Multi disciplinary approach

10 hours

Module 2

Old Age : - Definition, Various groups, characteristics, issues and concerns, magnitude in India, policies, programmes, legislations, specific settings and institutions, Rehabilitation practices, interventions, social work as an empowering strategy.U

5 hours

Module 3

Terminal and chronic Illness:- Types, characteristics, Etiology, Stages of Grief, issues and concerns, magnitude in India, policies, programmes, legislations, specific settings and institutions, Social work intervention and rehabilitation practices. Multi disciplinary approach

5 hours

Module 4

Offenders and delinquents:- Types, Characteristics, Etiology, issues and concerns, magnitude in India, policies, programmes, legislations, specific settings and institutions, Rehabilitation practices, interventions, social work as an empowering strategy.

5 hours

Module 5

Crisis and Disasters: - Definition, Types, characteristics, Causes, Disaster Cycle, issues and concerns, magnitude in India, policies, programmes, legislations, Social work Intervention and Rehabilitation practices.

5 hours

Methodology

Lecture Classes, Assignments and Seminars, Workshop for developing treatment plan, Field Work, Field work reporting, Case Presentation and Analysis.

CO	CO statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Understand the concept of specially challenged and vulnerability.	PO3/PSO2	R	F	3		Assignment, exam
CO2	Understand the issues of specially challenged and vulnerable people in Indian context	PO3/PSO2	U	C	3		Assignment, written examination Article review
CO3	Critically analyze the various policies, programmes and legislations available in India	PO1/PSO5	An	C	4		Debate, Assignment
CO4	Develop social work intervention plan for the challenged people	PO3/PSO3	C	P	3	4	Practice test during fieldwork, Case Work submission
CO5	Acquire the skills required for social work intervention with the challenged people.	PO3,PO4/PSO1	Ap	P	3		Internal assessment, fieldwork report, fieldwork viva voce
CO6	Apply the social work methods and strategies in empowering the challenged people	PO3/PSO3	Ap	P	2	4	Fieldwork report, field work viva, assessment on the field, Case presentation
CO7	To evaluate and monitor the social work intervention applied along the challenged people	PO1/PSO2	An	M	2	2	Practice test on field, internal assessment

Essential reading

1. Govt.of India, (1984), *Planning Commission. The 7th five Year Plan, .Ministry of Health family Welfare-revised strategy for National Family Welfare*
2. Govt.of India, *Policy and Strategy Statements and Reports.*
3. Govt.of India, (1996), *Report on Manpower development .Rehabilitation Council of India. Ministry of Welfare. Govt. of India, New Delhi,*
4. Ram Ahuja (1997), *Social Problems in India*, Rawat Publications, Jaipur
5. Ram Ahuja (1996), *Youth and crime*, Rawat Publications,Jaipur.
6. D.H.Chang (1976) *Criminology-A cross cultural Perspective(Vol.I)* Vikaspublishers,delhi.
7. MichaleOliver (1993),*Social Work-Disabled People and Disabling Environment*,Jessi KingselyPublishers,London.
8. Ali Bequer&Anjaly Sharma, (1997)*Disability: challengers, Response, Concerned Action*, New Delhi,.
9. B.R Wilson.& McMillan D.L (1997)*Rehabilitation Studies*, Cambridge University Press,
10. Shashi Bhushan ,(1985)*The Situation of the handicapped in India. Institute of Social Sciences*, New Delhi,.
11. Aillienet,M Isherwood, (1986)*Coping with Disability*, W.R Chambers Ltd.,Edinburgh,1986.
12. P.L Rice , (1998), *Stress and Health*,3rd ed. Pacific Grove, California
13. D.R Sachdeva (2006) *Social Welfare Administration in India*. Kitab Mahal,NewDelhi
14. Narayan, C., & Thomas, J. (2017). *The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families*. Indian Journal of Psychiatry, 59(1), 17-20.

FAMILY SOCIAL WORK PRACTICES (FSWP)
CONCENTRATIONPSW S 12078 (C)POPULATION DYNAMICS AND
FAMILY PLANNING

2Credit

Course Outcomes

- CO1 Apply demographic concepts and population theories to explain past and present population characteristics.
- CO2 Evaluate the strength and weakness of different demographic models
- CO3 Analyse the evidence relating to institutional context of gender and gender based inequalities.
- CO4 Evaluate the social , economic and health benefits of family planning.
- CO5 Understand the process that causes population change.
- CO6 Analyse the principles of reproductive rights and gender issues related to family planning.
- CO7 Analyse the contraceptive technologies and service delivery programmes.

Module 1

Population Concept, definition, population dynamics Population studies , Demography :concept meaning, Definition objectives, characteristics, nature and scope.

Difference between population dynamics and population studies. Demographic cycle,

Global and Indian situations and transitions ,World population trends and Demographic trends in India. Population structure and characteristics- Age, sex, marital status, social, economic and ethnic characteristics. Aging of populations with special reference to Kerala.

6 Hours

Module 2

Implications of population growth at micro level:- the effect on individual and family , and at macro level:- the effect on economic, social, cultural, political and developmental aspects The determinants of population growth and factors affecting them- fertility, mortality and migration, Theories of Population Dynamics- Malthusian theory, classical theory, optimum population theory, biological theories, and theory of demographic transition. Gender issues in Population studies, emergence of gender issue as an important area of concern.

6 Hours

Module 3

Family Planning: Meaning and characteristics and scope, Health aspects of Family Planning .Contraceptive methods of Family Planning: Temporary and permanent methods -advantages and disadvantages, Couple protection rate Approaches adopted in Family planning programmes in India, National family welfare programmes. Communication and motivation aspects of family planning programmes in India. Role and scope of social work in family planning settings, Information Education and commutation (IEC) for behaviour change.

6 Hours

Module 4

Reproductive health and Reproductive rights: Definition. Dimensions and determinants of Reproductive health Theories on reproductive health behavior and reproductive rights. The reproductive health situation in India. Strategic communication and motivation aspects in SRH, Safe Motherhood and human rights. Men's role in SRH And in the prevention and control of STDs and HIV/AIDS, Foundation of Sexual and Reproductive Rights, SRRs and Human rights. Approaches and Strategies towards SRH-CommModule y Need Assessment Approach (CNA), Life Cycle approach,

6 Hours

Module 5

Policies, legislations, programmes and services on population and family health:- Fertility influencing policies, Migration influencing policies. World population policies, Indian population policies, Reproductive and child health policies and programmes, Governmental and Non-governmental organizations in family welfare programme in India. Family welfare under five year plans, Millenium Developmental Goals: the underlying values in MDGs, -Freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility.

6 Hours

Methodology

Lecture classes, discussions on Theories of population, Population and productivity, Debate on Needs of Family planning, Street play for awareness creation in family planning, Focus group Discussion, debates review of articles. Assignments, seminars etc..

CO.	CO Statement	PO/ PSO	CL	KC	Class Session s/Tutori al Hrs	Lab/ Field Hrs	Assessment
CO1	Apply demographic concepts and population theories to explain past and present population characteristics.	PO3/P SO5	Ap	C	6	00	Assignment on Demographic concepts and population theories
CO2	Evaluate the strength and weakness of different demographic models	PO1/P SO6	E	C, P	4	00	Assignment on the assessment of different demographic models.
CO3	Analyse the evidence relating to institutional context of gender and gender based inequalities.	PO1/P SO1,P SO6	An	C,	4	00	Tutorial – Evaluate the ongoing policies to eradicate gender inequalities.
CO4	Evaluate the social , economic and health benefits of family planning.	PO1/P SO2,P SO6	E	C, P	5	00	Assignment on the benefits of family planning
CO5	Understand the process that causes population change.	PO1,P O6,PO 4/PSO 7	U	C,	3	00	Tutorial- Analyse the changing population and its effect .
CO6	Analyse the principles of reproductive rights and gender issues related to family planning.	PO1/P SO4,P SO2	An	F	4	00	Assignment family planning and discussion on reproductive rights.
CO7	Analyse the contraceptive technologies and service delivery programmes.	PO1,P O4/PS O7	C	C, P	4	2	Prepare a report on ongoing practice of contraceptive measures.

Essential readings:

1. Asha A Bhende.(1997). *Principles of population studies*. Himalaya publishing house.
2. Chandrasekhar S. (2012). *Infant Mortality, Population Growth and family Planning in India*. New Delhi.Routledge.
3. Desai Murli, (2015) *Family and intervention: A course compendium*, Mumbai TISS
4. Hari Mohan Mathur (2011). *The family welfare programmes in India*. New Delhi. Vikaspublishing house PVT.
5. Helen GinnDaugherty, Kenneth C W Kammeyof. (2016). *An introduction to population*.New York. TheGuilford Press.
6. Khan M.Z. (1991). *Trends in Family Welfare Planning*. New Delhi. International publishers.
7. K. Park. (2017). *Park's Textbook of Preventive Medicine*. Jabalpur. Bhanot Publishers.
8. Rajendra K Sharma. (2004). *Demography and Population Problems*. Atlantic Publishers &Distributions Pvt. LTD
9. Sreenivasan and Mukhergi .*Dynamism of population and family Welfare in India*.
10. Zimmerman. (1995). *Understanding Families policy: Theories and applications*. London. Sage Publications.

**CONCENTRATION PSW M 12079 (C) WORKING WITH CHILDREN
AND YOUTH****2 Credits****Course Outcomes:**

- CO 1 Critically scrutinize social situation of children& youth in India.
- CO 2 Familiarize knowledge& skills for working with children & youth
- CO 3 Understand social work practices in emerging settings including children with disability & Vulnerable children
- CO 4 Create a rational frame work about child rights& child issues
- CO 5 Understand contemporary youth movements& its effects
- CO 6 Familiarize with policies& programs for Youth& children
- CO 7 Create a rational frame work about youth problems in India
- CO 8 Analyze social situations of marginalized youth& children.

Module 1

Concept of Child & child development, Child development theories- Attachment theory, Freuds Psycho-sexual theory, Erikson's Psychosocial theory, Ecological Theory

Child mental health & its relevance, child psychiatry, meaning, definition& scope. Needs of children – biological, psycho-social & egoistic needs. Role of family in child development-Parenting styles-cultural stereotypes associated with motherhood and fatherhood.

5 hours

Module 2

Problems of children – causes & remedial measures, children from marginalized communities, physically & mentally challenged children, vulnerable children, children with disability, Grand parenting& related issues

Children at Risk- Children living in violent families, Abused children, Child marriage, Child labour, Child trafficking, Child prostitution, Children of sex workers, HIV affected children.

Children& Media- unfair use of media by children.

Programmes for children: Adoption & Foster Care programs in Kerala, Balasabhas, Kaval project, School social work & its scope.

5 hours

Module 3

Children& Law – Juvenile Justice Act, POSCO Act, laws relating to children with disability

Child labour prohibition Act, Child Abuse prevention& Treatment Act (CAPTA), Child development programs& policies, Government& Non-government organizations for Child development ICDS, ICPS ,DCPU,CHILDLINE,UNICEF,ICCW, National policy for children, UN Declaration of Child rights, National & international organization for child development.

6 hours

Module 4

Youth, Definition& characteristics ,Youth& social movements – youth in pre-independent reform movement ,youth in Anti-Dalit movement ,youth in independence movement, youth in contemporary social movements .youth problems, marginalized youth ,vulnerable youth, HIV affected youth, Disabled youth .youth problems, youth unemployment ,youth unrest, drug abuse ,terrorism, suicide ,youth deviance. Youth & media -

8 hours

Module 5

Youth welfare policies& programs , skills& principles working with youth, contemporary youth welfare programs, Voluntary organizations for youth development & welfare, constitutional safe guards for youth. Youth& justice. Research on youth.

6 hours

Methodology

Lecture classes, discussions, Debate on Children and youth, Street play for awareness creation in Child labour and programmes, Focus group Discussion, debates, review of articles. Assignments, seminars etc..

CO	CO Statement	PO/PSO	CL	K C	Class Sessions/Tu torial Hours	Lab/Fiel d hours	Assessment
CO1	Critically Scrutinize social situation of children& youth in India	PO1, PSO 2	An	F	3	00	Assignment on problems of youth& children in india
CO2	To familiarize knowledge& skills for working with children & youth	PO3 PSO 6	U	P	3	2	Based on field work practice
CO3	Understand social work practices in emerging settings including children with disability & Vulnerable children	PO3 PS03	Ap	P	2	2	Based on field work practice
CO4	Create a rational frame work about child rights& child issues	PO4 PSO5	R	C	5	00	Assignment on Child rights& child issues
CO6	Familiarize with policies& programs for Youth& children	PO3 PSO5	E	C	4	00	Assignment on youth policies&progra mes
CO7	Create a rational frame work about youth problems in India	PO3 PSO 6	U	C	4	00	Assignment on Youth problems
CO8	Analyze social situations of marginalized youth& children.	PO1 PSO1	E	P U	3	2	Assignment on marginalized youth& children

Essential readings

1. Child development -- Elizabeth Hurlock
2. Child development -- Dr. Praynandni Dixit
3. Children & legal protection --- Puras divan & peeyushi divan
4. Vulnerable children & law -- Rosemary Sheehan & Helen Rhoades
5. Exploring vulnerable children -- Subonenba Longkume
6. What you can do about HIV Aids -- Anna Forbes
7. Social work in schools, principles & practices --- Linda Openshaw
8. Encyclopedia of student & youth movements -- David F Burg
9. Problems of youth -- Renuka Singh
10. School Social Work --- Anjaly Gandhi
11. NFHS -4 Survey Report
12. Videos & Documentaries relating to youth & child development
13. Magazines related to youth & child development
14. Govt Websites
15. Films related to youth movements & vulnerable children

CONCENTRATION PSW S 12080 (C) DEVELOPMENTAL INTERVENTIONS ACROSS FLC

2 Credits

Course Outcomes:

- CO 1 Understand the Family centered social work practices
- CO 2 Develop the skills and techniques to work with various types of problems and people in the family life cycle.
- CO 3 Knowledge about the family development and life cycle approach.
- CO 4 Understand the theoretical perspectives for effective interventions with individuals and families.
- CO 5 Critical and updated engagement with familial interventions in the national and global context
- CO 6 Facilitate and cultivate the professional and theoretical understanding over the methodologies and practice of various interventions among family, children, youth & elderly.

Module 1

Philosophical base of direct practice: Relevance of direct practice for work with individual and families, Principles and values of working with individuals and families

Understanding Individuals and Families in the Indian Context:

Family life cycle :concept of circular causality, synergy in the family

Development stages of the individuals and the variations affecting the family life cycle in the Indian context, Individual human rights in the family.

5 Hours

Module 2

Working with families : interventions, techniques and skills

Intervention Process: Components of the intervention process: Person, Problem, Process, Professional

Phases in the Intervention process-Phase-1: Exploration- engagement,assessment and planning, Phase-2: Implementation and goal attainment, Phase-3: Termination- monitoring, evaluating and follow up

Assessment Techniques- Psycho-social assessment; Intervention;Understanding the concept of transference and counter transference.

Intervention Techniques: Fact finding tools- Charting and graphing family relationships :Genogram, Ecomap,Home visits, interviews, assessment of records,

Supportive techniques: Empathy, encouragement, resource mobilization, environmentmodification

Counseling techniques: Reflective discussion, Motivating, clarifying and correcting theperception of the individuals, modeling, role modeling, partialising of the problem

Documentation and recordings: Intake sheet/ face sheet, Observation notes on home visits, interviews, Graphs and Diagrams depicting the family relationships, Referral sheets, Medical and other records of the individuals, Recording of the Intervention process

10 Hours

Module 3

Intervention with Children — Primary, Secondary & Tertiary interventions

Primary-School based awareness &Life Skill development programmes, Community based intervention programmes, Public Education, Media Campaigns

Developmental tasks- developmental lag- Nutrition education, early identification of differently abled children- child guidance clinics(CGC), School Social work- School counseling and Guidance, Career Guidance, Remedial educational programmes for special children , Family oriented special programmes and therapies for children to the management of behavioral and emotional problems of children- rehabilitation programmes for children.

Child-Parent Psychotherapy

5 Hours

Module 4

Interventions with Adolescents and Youth - Role of family for the gender identity formation, Family life education and sex education, premarital counseling, Divorce counseling, abortion counseling, Health education, Reproductive health practices, STIs and gender perspectives, Family oriented intervention for HIV/AIDS

5 Hours

Module 5

Interventions with aged- Prevention of elderly abuse and depravation, Public Information campaigns, Caregiver support programmes. Old age and leisure time, Constitutional (Act 41): Welfare and Social assistance Programme. Health Care, CommModule y participation in the welfare of the aged-Role of Panchayath in the welfare programme of the aged- Day care centers- Vayomithram project, Special projects-Health, Nutrition, reservations and relaxations , Govt. Policies and programmes for the aged.

5 Hours

Methodology

Lectures—Reading materials---Discussions--- workshops- Assignments---Case presentations and analysis—role-plays—Field visits

CO	CO Statement	PO/P SO	CL	KC	Class Sessions/Tu torial Hrs	Lab/Fi eld Hrs	Assessment
CO1	Understand the family centered social Work practices	PO1, PSO2	U	C	5		Assignments and presentations
CO2	Develop the skills and techniques to work with various types of problems and people in the family life cycle	PO2, PSO3	U	F	5		Assignment and presentations
CO3	Knowledge about the family development and life cycle approach.	PO1,P SO4	R	F	3	2	Assignments, discussion
CO4	Understand the theoretical perspectives for effective interventions with individuals and families.	PO2,P SO5	An	P	3	2	Article reviews and presentation
CO5	Critical and updated engagement with familial interventions in the national and global context	PO1,P O3 PSO6	An, E	P	3	2	Article reviews, Discussions, Case reviews
CO6	Facilitate and cultivate the professional and theoretical understanding over the methodologies and practice of various interventions among family, children, youth & elderly.	PO2, PO4 PSO8	C	P	2	3	Article reviews, Discussions, Case studies & reviews

Essential Readings:

1. Desai Murli, ed Family and intervention: A course compendium, Mumbai TISS, 1994
2. Khan M.Z. Trends in Family Welfare Planning, New Delhi International publishers, 1991.
- . Mathur Hari Mohan (ed) The family welfare programmes in India. New Delhi, Vikas publishing house PVT, 1992.
4. Gangrade K.D. Social net work and Social Work in Indian Families: Cricis Management, Delhi, Northern book centre , 1985
5. Goel Manju . Marital dispuits and Counseling Methodology, Vol.1, New Delhi. APH Publishing Corporation, 1997
6. Sinha Durganand .Socialization of Indian Child , New Delhi Concept Publishing, 1981
- 7.W.H.O Child Mental Health and Psychological Development, 1977
- 8.De-Souza A.Children in India, Critical issue in Human Development, New Delhi, Mono1978.
- 9.Chakrabarthy K. K (ed) The Indian Family, New Delhi Manav Sangrahalaya,1994
10. Hartmen, Ann& Laird Joan Family centered Social Work Practice, London Free Press 1985.

FIELD PRACTICUM PSW M 12081 FIELD PRACTICUM – IV**Course Outcomes:**

CO 1 Demonstrate proficiency in roles and functions of a Social Worker in concentration specific agency

CO 2 Apply theoretical learning in field work, according to their concentrations

CO 3 Equip depth knowledge relevant to their concentrations

CO 4 Design a project proposal based on the requirements of specific concentrations

CO 5 Apply the skill in documentation and reporting

CO	CO Statement	PO/PSO	CL	KC	Class Sessions /Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Demonstrate proficiency in roles and functions of a Social Worker in concentration specific agency	PO1, PO2/PSO2, PSO3, PSO8	Ap	P	10	20	Reports, Viva and presentations
CO2	Apply theoretical learning in field work, according to their concentrations	PO3/PSO3, PSO6	Ap	P	5	25	Reports, Supervisory conference, Viva and presentations
CO3	Equip depth knowledge relevant to their concentrations	PO3/PSO3, PSO6	E	M	5	25	Reports, Viva and presentations
CO4	Design a project proposal based on the requirements of specific concentrations	PO4/PSO7,	Ap	C, P	10	25	Evaluation of project
CO5	Apply the skill in documentation and reporting	PO2, PO4/PSO8	C	P	10	25	Evaluation of Reports

Course Outcomes:

CO 1 Interview- Acquire skills for presenting oneself in an interview like preparing a CV, appearance, body posture, verbal & non-verbal communications and self-management.

CO 2 Equipment's – Technology: Acquire skills in using various advanced equipment's and technology for presentations and lectures like projector, printer, and public address system

CO 3. Self - Marketing skills- Acquire skills to effectively communicate their values, skills, experiences, and vision to potential employers.

Module 1 – 1 Interview- CV preparation, appearance, body posture, verbal & non-verbal communications and self-management

Module 2 -Equipment's – Technology: Various advanced equipment's and technology- projector, printer, and public address system

Module 3 - Self - Marketing skills- Developing portfolio- effective communication- values, skills, experiences, and vision to potential employers.

CO	CO Statement	PO/PSO	CL	KC	Class Sessions/Tutorial Hrs	Lab/Field Hrs	Assessment
CO1	Acquire skills for presenting oneself in an interview like preparing a CV, appearance, body posture, verbal & non-verbal communications and self-management.	PO 2, PSO 8	U	F, C	5	10	Workshop participation
CO2	Acquire skills in using various advanced equipment's and technology for presentations and lectures like projector, printer, and public address system	PO 2, PSO 8	An	F, C	5	10	Presentations
CO3	Acquire skills to effectively communicate their values, skills, experiences, and vision to potential employers	PO 4, PSO 3	A	C	10	20	Workshop, Developing a portfolio



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