



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

DEPARTMENT OF SOCIAL WORK

Bangalore Central Campus

Curriculum Feedback Analysis & Action Taken Report



CURRICULUM FEEDBACK ANALYSIS REPORT OF THE DEPARTMENT OF SOCIAL WORK FOR THE ACADEMIC YEAR 2025-2026

Introduction

Feedback is a vital tool for assessing whether the Department of Social Work's pedagogical path effectively supports its mission of fostering social change and professional excellence. In the field of social work, curriculum development is an evolving process that must bridge the gap between theoretical frameworks and the practical realities of community intervention. By systematically gathering input from a diverse range of stakeholders, including students, teachers, academic peers, alumni, employers and entrepreneurs, the department can evaluate the relevance of its courses and identify critical areas for refinement. This report for the academic year 2025–2026 outlines the gathered responses, identifies emerging trends in social work education, and details the proactive steps taken to enhance the competency-based learning model.

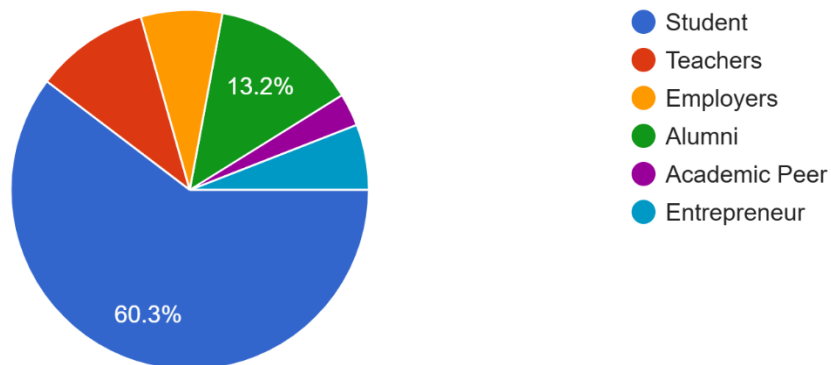
The curriculum review process is formally spearheaded by the Curriculum Development Committee (CDC), established by the Head of the Department. The CDC is tasked with subjecting the entire syllabus to a rigorous audit and ensuring that stakeholder feedback is given significant weight in determining the program's direction. This collaborative approach ensures that the curriculum remains responsive to modern societal challenges, legislative changes, and the evolving ethical standards of the social work profession. By integrating perspectives from both the classroom and the field, the committee ensures that students are not only academically proficient but also equipped with the practical skills necessary for effective social intervention and advocacy.

Once the CDC has obtained the feedback and proposed relevant updates, the recommendations are presented to the Board of Studies (BOS) for formal deliberation and approval. The insights provided by external subject experts and industry practitioners during the BOS meetings are incorporated into the final curriculum to ensure it meets global benchmarks. Following this approval, the updated syllabus is finalized and made accessible on the institutional website. For the academic year 2025-2026, the Department has engaged in an extensive data-collection exercise, resulting in a robust set of feedback responses from the aforementioned stakeholders, which form the basis for the analytical insights presented in this report.

Representation of Stakeholders

Stakeholders	No. of Participants
Students	38
Teachers	5
Academic Peers	4
Entrepreneurs	4
Employers	5
Alumni	10

Stakeholders Distribution



Students' Feedback

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	26.32% (10)	42.11% (16)	7.89% (3)	23.68% (9)	0.00% (0)
Does the curriculum provide employability weightage?	23.68% (9)	34.21% (13)	15.79% (6)	23.68% (9)	2.63% (1)
Does the curriculum meet the expectations of the industry?	23.68% (9)	42.11% (16)	13.16% (5)	21.05% (8)	0.00% (0)

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum enable the student to connect knowledge to real life application?	31.58% (12)	39.47% (15)	10.53% (4)	15.79% (6)	2.63% (1)
Does the curriculum encourage entrepreneurship?	26.32% (10)	31.58% (12)	10.53% (4)	21.05% (8)	10.53% (4)
Does the curriculum motivate students for research and development?	34.21% (13)	31.58% (12)	13.16% (5)	15.79% (6)	5.26% (2)

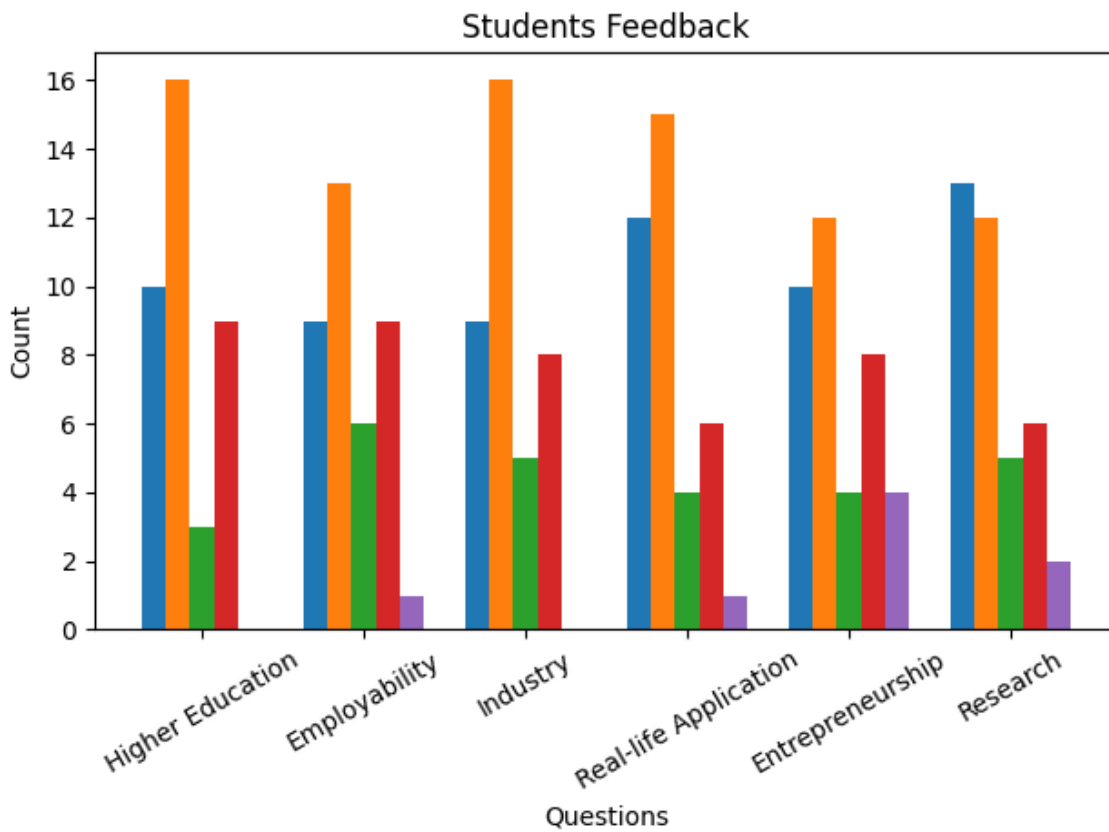
Analysis

The student feedback indicates that the curriculum is generally academically strong and conceptually sound, with the majority of responses falling in the Good and Excellent categories. The curriculum is particularly well-received in areas of real-life application of knowledge, higher education orientation, and research and development motivation.

However, a noticeable proportion of responses in the Average and Need to Improve categories was observed in the following areas:

- Employability weightage
- Entrepreneurship encouragement
- Industry alignment

Overall, while the curriculum is academically robust, it would benefit from stronger practical application and industry readiness components.



Plan of Action

- Introduce more field-based and experiential learning opportunities
- Increase internship duration and provide structured exposure to industry environments
- Strengthen industry-oriented modules within the curriculum
- Integrate case studies and real-world problem solving across courses
- Reduce curriculum overload by improving the balance of content across units

Alumni Feedback

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	30% (3)	40% (4)	10% (1)	20% (2)	0% (0)
Does the curriculum provide employability weightage?	40%	30%	0%	30%	0%

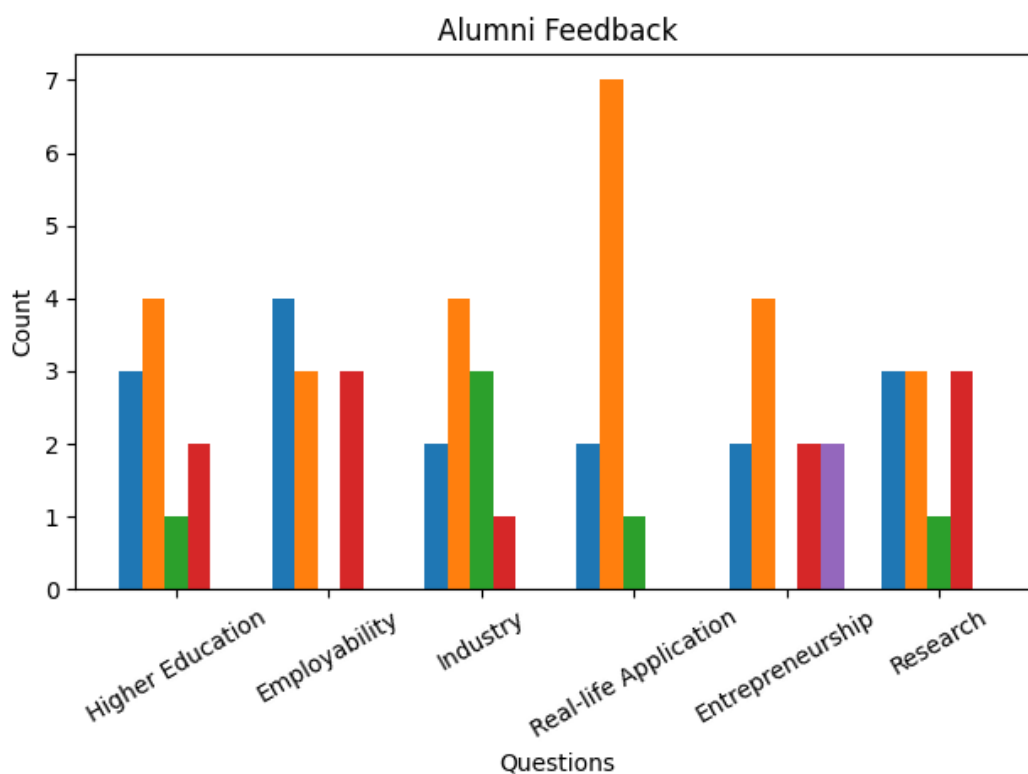
Question	Excellent	Good	Average	Satisfactory	Need to Improve
	(4)	(3)	(0)	(3)	(0)
Does the curriculum meet the expectations of the industry?	20% (2)	40% (4)	30% (3)	10% (1)	0% (0)
Does the curriculum enable the student to connect the knowledge to real life application?	20% (2)	70% (70)	10% (1)	0% (0)	0% (0)
Does the curriculum encourage entrepreneurship?	20% (2)	40% (4)	0% (0)	20% (2)	20% (2)
Do you think that the curriculum motivates the students for research and development?	30% (3)	30% (3)	10% (1)	30% (3)	0% (0)

Analysis

The alumni feedback highlights that the curriculum provides a strong theoretical foundation and is well-regarded for its higher education orientation, knowledge development, and overall curriculum structure.

However, alumni identified the following gaps that require attention:

- Need for HR analytics and digital tools in the curriculum
- Insufficient industry exposure during the programme
- Gap between curriculum and modern skill integration requirements



Plan of Action

- Introduce HR analytics and Digital HR tools as part of the curriculum
- Increase guest lectures and workshops by industry practitioners
- Strengthen internship structure and deepen industry collaboration

Faculty Feedback

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	80% (4)	20% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum provide employability weightage?	100% (5)	0% (0)	0% (0)	0% (0)	0% (0)
Does the curriculum meet the expectations of the industry?	100% (5)	0% (0)	0% (0)	0% (0)	0% (0)

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum enable the student to connect knowledge to real life application?	100% (5)	0% (0)	0% (0)	0% (0)	0% (0)
Does the curriculum encourage entrepreneurship?	60% (3)	20% (1)	0% (0)	20% (1)	0% (0)
Does the curriculum motivate students for research and development?	60% (3)	40% (2)	0% (0)	0% (0)	0% (0)

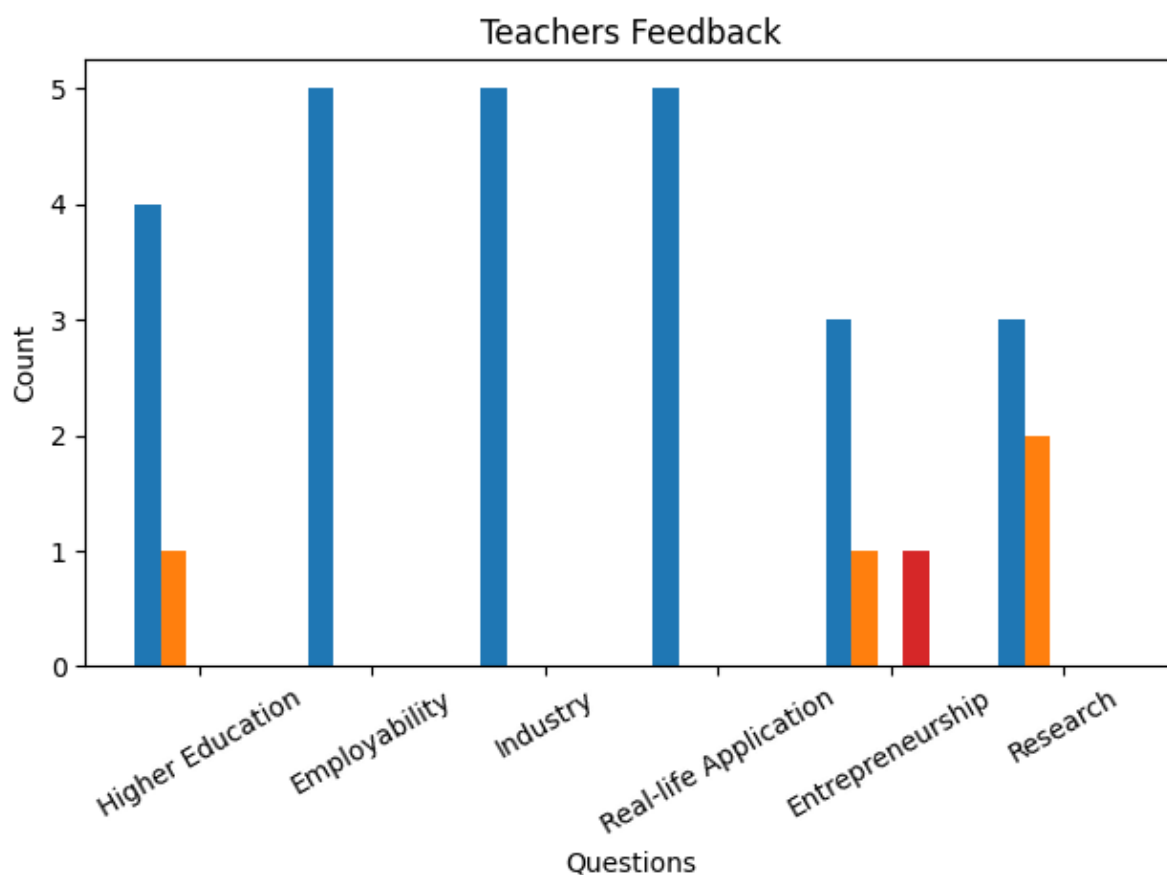
Analysis

The faculty feedback reflects an overwhelmingly positive assessment of the curriculum. Responses are dominantly Excellent and Good across all parameters. Faculty members expressed very high satisfaction in the areas of curriculum design, learning outcomes alignment, knowledge enhancement, and real life application of knowledge.

The curriculum is assessed by faculty as:

- Well structured and academically robust
- Outcome aligned and meeting programme objectives
- Effective in supporting both employability and research motivation

Minor areas for improvement identified by faculty include greater flexibility in delivery and more application-based pedagogy.



Plan of Action

- Introduce problem based learning approaches within existing courses
- Incorporate research oriented assignments to build analytical capacity
- Strengthen application based pedagogy across all courses

Employers' Feedback

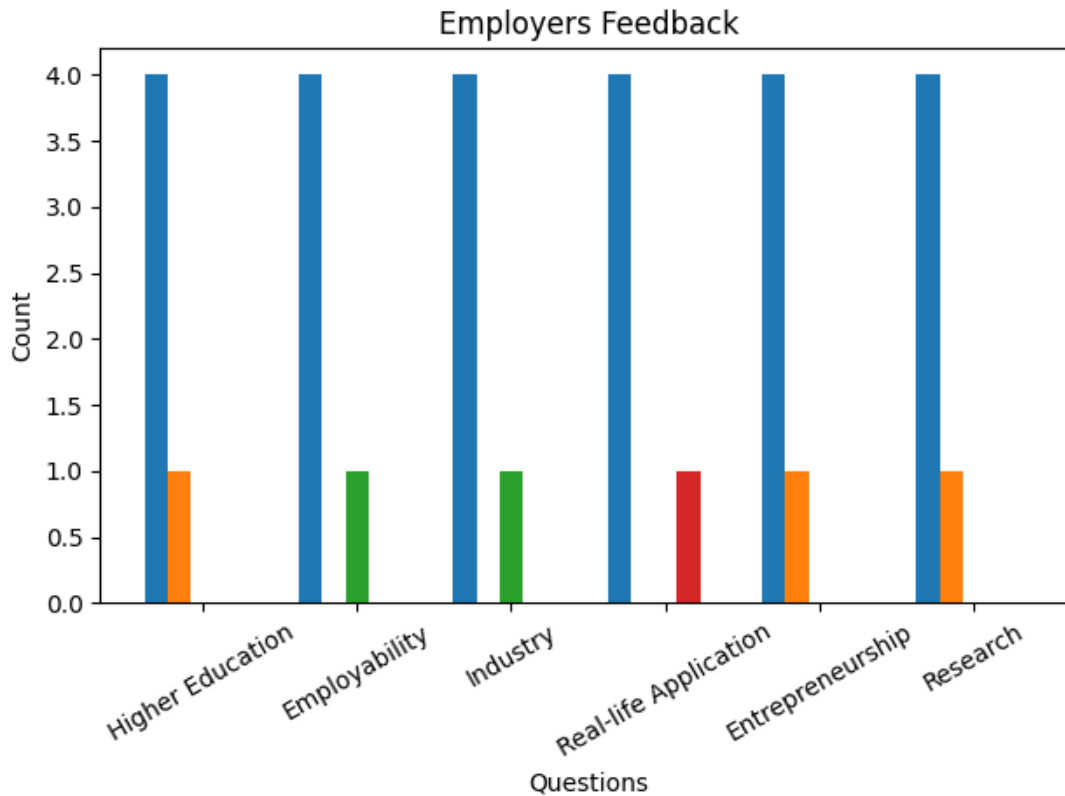
Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	80% (4)	20% (1)	0	0	0
Does the curriculum provide employability weightage?	80% (4)	0	20% (1)	0	0

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum meet the expectations of the industry?	80% (4)	0	20% (1)	0	0
Does the curriculum enable the student to connect knowledge to real life application?	80% (4)	0	0	20% (1)	0
Does the curriculum encourage entrepreneurship?	80% (4)	20% (1)	0	0	0
Does the curriculum motivate students for research and development?	80% (4)	20% (1)	0	0	0

Analysis

The employer feedback is uniformly positive, with all respondents rating Excellent across all six parameters. Employers acknowledge that the curriculum produces academically sound graduates with strong foundations in higher education orientation, personality development, and value-based education.

While the quantitative ratings are all Excellent, the plan of action reflects an understanding that practical and industry-aligned skills need further development to meet evolving workplace demands.



Plan of Action

- Add skill-based modules and industry-recognized certifications to the curriculum
- Strengthen placement alignment through structured career readiness programmes
- Introduce real-world projects and industry case exposure as part of coursework

Entrepreneur's Feedback

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
Does the curriculum provide employability weightage?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum meet the expectations of the industry?	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)

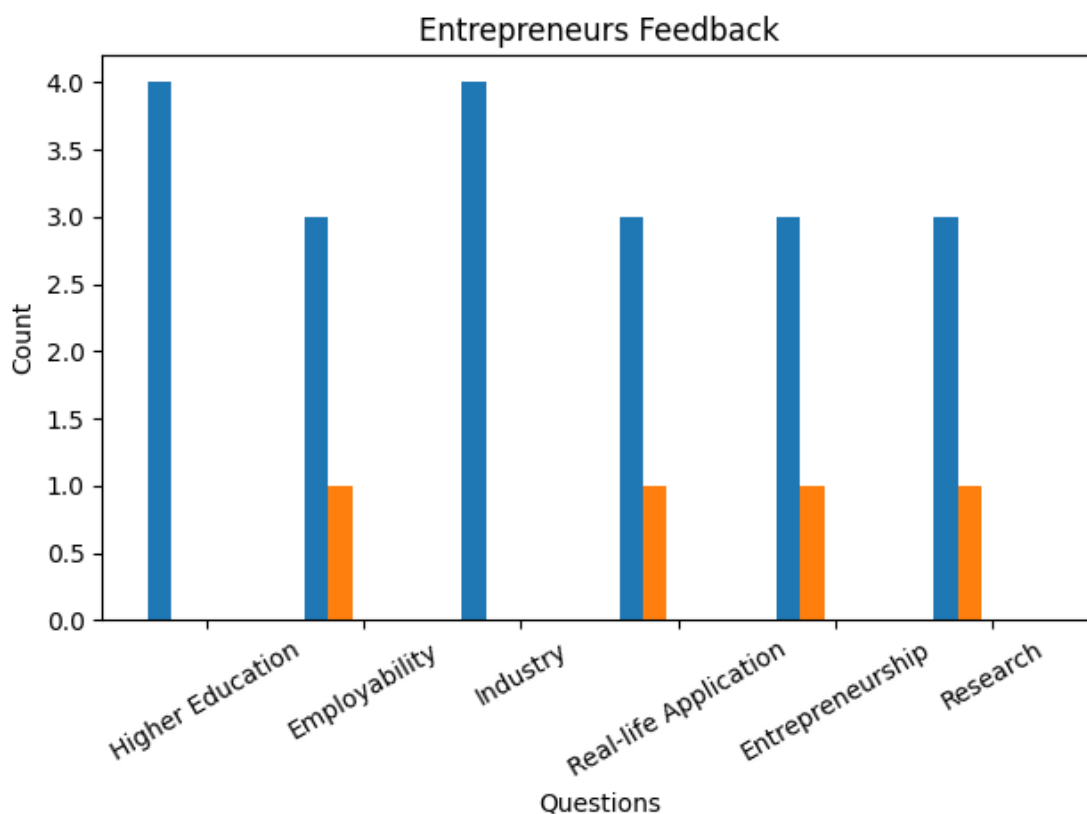
Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum enable the student to connect knowledge to real life application?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum encourage entrepreneurship?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum motivate students for research and development?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)

Analysis

The entrepreneur feedback is highly positive, with strong Excellent ratings across most parameters. Entrepreneurs particularly approve of the curriculum's relevance and the exposure it provides to students. All 4 respondents rated industry expectations and higher education orientation as Excellent.

Despite the strong overall ratings, entrepreneurs raised concerns in the following areas:

- Insufficient practical exposure in the programme
- Need for stronger industry readiness preparation



Plan of Action

- Introduce live projects and structured industry internships
- Increase industry-academia collaboration through formal partnerships
- Include emerging trends such as AI and digital tools in relevant courses

Academic Peers Feedback

Question	Excellent	Good	Average	Satisfactory	Need to Improve
Does the curriculum orient the students towards higher education?	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)
Does the curriculum provide employability weightage?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum meet the expectations of the industry?	50%	50%	0%	0%	0%

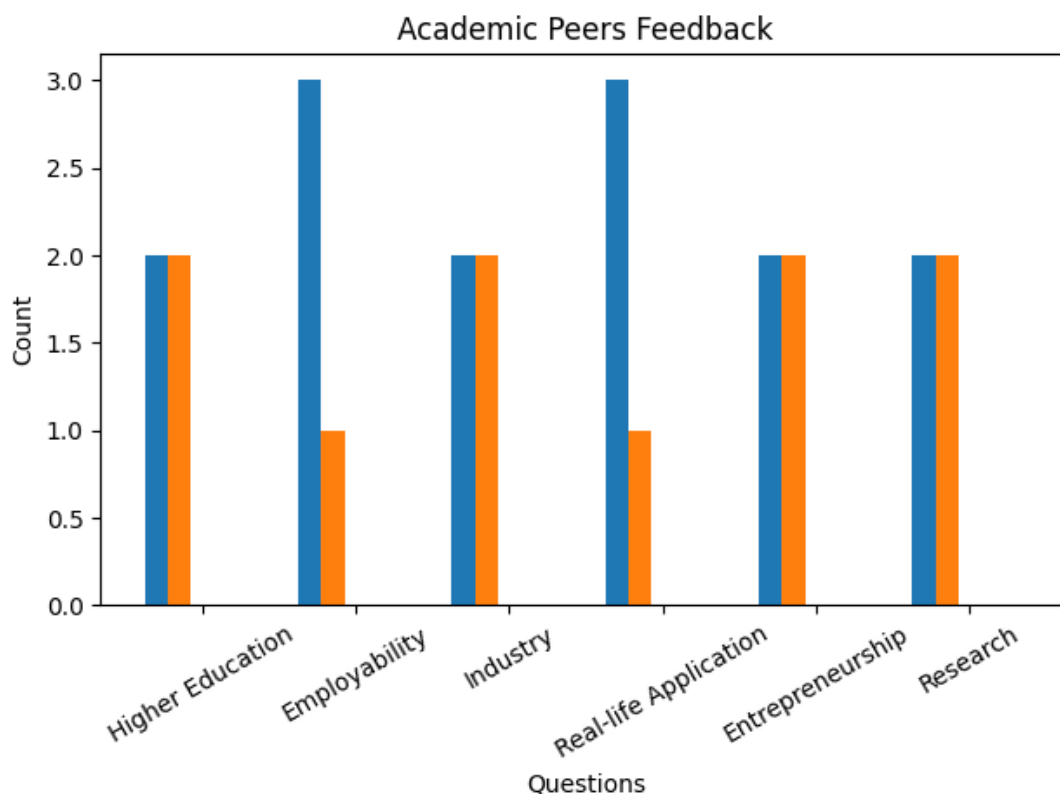
Question	Excellent	Good	Average	Satisfactory	Need to Improve
	(2)	(2)	(0)	(0)	(0)
Does the curriculum enable the student to connect knowledge to real life application?	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
Does the curriculum encourage entrepreneurship?	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)
Does the curriculum motivate students for research and development?	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)

Analysis

The academic peer feedback shows a mostly Good and Excellent pattern, affirming that the curriculum is academically strong and well-structured. The peer reviewer particularly rated employability weightage as Excellent, while providing Good ratings across all other parameters.

Key suggestions from academic peers include:

- Integration of Artificial Intelligence (AI) concepts into social work practice
- Need for continuous curriculum updates to keep pace with emerging academic trends



Plan of Action

- Introduce AI in Social Work as a new topic or module within relevant courses
- Strengthen curriculum review mechanisms with more structured periodic evaluation
- Ensure continuous updating of course content to reflect contemporary developments

BoS Meeting Minutes

**Department of Social Work
 Christ (Deemed to be University)
 Bannerghatta Central Campus,
 Academic Year 2025-26
 Board of Studies
 MINUTES OF MEETING**

BoS Meeting Minutes	
Venue	Room No 534, Research and Development Block, Central Campus, CHRIST (Deemed to be University)
Date	14 February 2026
Time	9.30

In the Chair: Dr Bharathi

Members Present:

All members as per the attendance list were present

Leave of Absence

Dr Princy Thomas

Dr Sheeja Karalam

Dr Aarti Jagannathan

Declaration of Quorum and Calling the Meeting to Order

The Chairperson declared the validity of the quorum and called the Meeting to Order.

Matters on the Agenda

1. To confirm the Minutes of the Previous Year's BOS Meeting
2. To consider and approve the new programmes - Not Applicable
3. To consider and approve the recommended changes in curriculum for the Undergraduate Programmes- Not Applicable
4. To consider and approve the recommended changes in curriculum for the following Postgraduate programmes
5. To consider and approve the Generic Electives, Skill Enhancement, Non-Core Elective courses, Value Added courses offered to other departments
6. To review the Results of the ESE October 2025 for all the Postgraduate programmes offered by the department.
7. To review the existing status of externally funded research projects and suggest modes of increasing external research projects and consultancies
8. To consider any other matter with the permission of the Chair
9. To consider and approve the external experts to the BOS of CU, as recommended by the SOE
10. To review and suggest ways to enhance the quality and quantity of research and publications by students and faculty

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

SOCIAL WORK RESEARCH METHODS II - (SWC501-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 100%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U1	U1-T1:Objectives, theories(Ontological and Epistemological foundations). Qualitative vs. Quantitative paradigms, application in social work. Types and process of qualitative research. Approaches: Ethnography, Phenomenology, Narrative, Case Study & Grounded Theory. Mixed Methods, Community-Based Participatory Research (CBPR), Participatory Action Research (PAR).	10	10	Community-Based Participatory Research (CBPR) deleted	CBPR is explained as part of PAR as it uses PAR principles	
U2	U2-T1:Qualitative Data Collection:Interviews (Structured, Semi-structured, Unstructured), Participant Observation, Focused Group Discussion (FGD). Ethical Issues: Informed consent, confidentiality, anonymity. Qualitative Data Analysis: Steps, Transcribing, Coding, Thematic & Content Analysis, Reporting. Introduction to Data Analysis Software: Atlas.Ti and NVIVO. Triangulation in Qualitative Research, Narrative Analysis.	12	12	Narrative Analysis and Triangulation deleted	Narrative analysis and Triangulation (Mixed Methods) overview is done in unit 1	
U3	U3-T1:Introduction toStatistics:Importance and Scope in Social Work, particularly in the Indian Context. Types of Variables, Data Entry & Editing, Levels of Measurement. Measures of Central Tendency & Dispersion, Skewness & Kurtosis, Normal Distribution. Tests for Normality (Shapiro-Wilk, Histogram, Box Plot). Graphical Presentation of Data.	10	10	deleted Levels of Measurement and types of variables	covered in Semester I	
U4	U4-T1:Parametric & Non-parametric Statistical Tests. Hypothesis Testing, Inferential Statistics: Independent sample t-test, Mann-Whitney U test, Paired sample t-test, Wilcoxon sign rank test. Chi-square, Pearson's Correlation, Spearman's Correlation. Regression Analysis One-way ANOVA, Kruskal-Wallis test, Two-way ANOVA.	13	13	Elaborated the content	Elaborated the content	

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

LABOUR LEGISLATION AND LEGAL COMPLIANCE - (SWH403-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 100%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U1	U1-T1:History, evolution, and purposes of labour laws in India; Constitution of India, Classification of labour laws; Labour Reforms: Second National Commission on Labour,2002 Recommendations. India's initiative towards Labour Reforms Four Labour Codes brought into force for implementation. Intention and the Objectives.	14	14	0	As discussed in Dept.	Nil
U2	U2-T1:Department of Labour-Central and State government. Structure and the functions of the department. Chief Labour Commissioners, Deputy, and Assistant Labour Commissioners' roles and duties. Role of ESIC, Minimum wages board, registrar of trade unions, registrar of standing orders, employees' provident fund organization.	6	6	0	As discussed in Dept.	Nil
U3	U3-T1:Factories Act (1948), Shops & Establishment Act, Contract Labour (Abolition & Regulation) Act (1970). The Plantations Labour Act (1951), The Mines Act (1952). The Motor Transport Workers Act (1961). Contract Labour (Abolition & Regulation) Act (1970). The Apprentices Act (1961).	10	10	Occupational Safety, Health and Working Conditions Code, 2020: Preliminary, Registration of Establishments, Duties of Employers and Employees, Health, Safety and Working Conditions, Welfare Provisions, Hours of Work and Annual Leave with Wages, Employment of Women, Contract Labour, Inter-State Migrant Workers, Special Provisions relating to Certain Establishments, Inspector-cum-Facilitator and Other Authorities, Special Provisions for Employment Information and Monitoring, Offences and Penalties	As discussed in Dept.	Nil

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

LABOUR LEGISLATION AND LEGAL COMPLIANCE - (SWH403-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 100%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U4	U4-T1:The causes of work-related ill health. Concept of work hazards, The range of health and safety hazards. Steps in handling occupational health issues. Labour Welfare- Concept, philosophy, origin and growth of Labour Welfare in India- types of labour welfare- statutory and non-statutory programmes- Industrial health &; safety- workers' education- Labour Welfare Officer- roles, duties and functions.	15	15	The causes of work-related ill health. Concept of work hazards, The range of health and safety hazards. Steps in handling occupational health issues.	As discussed in Dept.	Nil

SOCIAL WORK RESEARCH METHODS II - (SWH501-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 100%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U1	U1-T1:Objectives of Qualitative Research: Explore and understand human experiences, meanings, and social realities. Theoretical Underpinnings: Ontology: Examines the nature of social reality (e.g., socially constructed). Epistemology: Explores how knowledge is created in qualitative research (e.g., through interaction with participants). Paradigm Comparison: Qualitative vs. Quantitative Research (focus on understanding vs. measurement). Principles of Qualitative Research: Rigor, trustworthiness,	15	15	Reworded to make it concise. Also added Participatory Action Research to the approaches	PAR is relevant to social work research	
U2	U2-T1:Data Collection Methods: Interviews: Structured, Semi-structured, and Unstructured; Participant Observation: Immersing yourself in a setting to collect data; Focused Group Discussion (FGD): Group discussions guided by a researcher; Review of Secondary Data: Analysing existing qualitative data sources. Interviewing Skills for Qualitative Researchers: Active listening, open-ended questioning, and rapport building. Planning, conducting, and transcribing interviews.	8	8	Reworded to make it concise.	Reworded to make it concise.	

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

SOCIAL WORK RESEARCH METHODS II - (SWH501-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 100%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U3	U3-T1:Statistics: Introduction. Importance, and Scope of Statistics in the field of social work, Diagrammatic and Graphical Presentations of data: Cross Tabulation, Histogram, Frequency Curve, Frequency Polygon, Ogive, Stem and Leaf Chart. Pareto diagram, Check Sheet, Levels of Measurements. Measures of Central Tendency and Measures of Dispersion. Skewness and Kurtosis. Probability Distribution, Normal Distribution, Tests for Normality and Outliers: Shapiro-Wilk test, Histogram, Box Plot	12	12	deleted Levels of Measurement	covered in Semester I	
U4	U4-T1:Parametric and non-parametric statistical tests, Assumptions and their uses. Testing of Hypothesis: Parametric statistical tests: Independent t-test, Paired t-test, One-way ANOVA, Two-way ANOVA, Pearson correlation, Liner regression and Multiple regression and Logistic Regression Non-Parametric statistical tests: Chi-square test for association, Mann-Whitney U test, Wilcoxon Signed rank test, Kruskal Wallis test, Spearman's rank correlation.	10	10	NIL	NIL	

THEORETICAL APPROACHES FOR SOCIAL WORK - (SWH401-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 4%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U1	U1-T1:Classical Theory of Management, Scientific Management Theory, Bureaucratic Theory, Administrative Management Theory of Henri Fayol, Roles of Management – Mintzberg, Organizational Environment Theory,	10	0			
U2	U2-T1:Introduction to Modern Management Theories, Systems theory, Behavioural Management Theory, Agile Management	10	2	Added - levels of management and functions of management	in order the explain the theories fully	

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

THEORETICAL APPROACHES FOR SOCIAL WORK - (SWH401-2)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 4%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U3	U3-T1: Meaning of Motivation, Motivation-Traditional Theories of work Motivation; Maslow's hierarchy of needs - Herzberg Two Factor theory, Aldermen's ERG Theory, McClelland Achievement Motivation theory, McGregor 's Theory X-and Theory Y, Vroom 's Expectancy/ Valence Theory The Porter and Lawler Model-Adam 's Equity Theory of work Motivation.	10	0			
U4	U4-T1: Definition and characteristics of leadership- Classification of leadership: positive and negative leaders, Qualities of a leader, Leadership styles, Theories of Leadership, Leaders and followers, attribution approach, leaders' explanation to follower 's behaviour, Transactional and Transformational Leadership. Leadership Development.	15	0			

YOUNG COMMUNITY LEADERSHIP PROGRAM - (SW181AC)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 4%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U1	U1-T1: - Let Us Dream Organizational Overview (Community conferences and Clubs) - DREAMS Intervention Program (DIP) - key stakeholders and organizational structure - History - Overview of Desire Readiness, Empowerment Action, and Mastery for Success - Theories and Philosophical Underpinnings of DREAMS - Strategies for implementing DREAMS - The target beneficiaries of the Dreams Intervention Program.	2	0			
U10	U10-T1: training for summer camp	2				
U11	U11-T1: Summer camp	30				

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

YOUNG COMMUNITY LEADERSHIP PROGRAM - (SW181AC)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 4%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U2	U2-T1: Overview of Community of Practice - https://collaborations.miami.edu/articles/10.33596/coll.12 - Sustainability of DiP with CLs and FLs - Examples of successful interventions in DREAMS - Designing collaborative projects - Psycho-social and leadership needs	2				
U3	U3-T1: Educational Intervention Models - Personal gain as mentors - Cycle of accountability	2				
U4	U4-T1: Thinking and Innovative Questioning - Techniques for fostering critical thinking - Strategies for asking innovative questions - Smart Thinking - Techniques for smart decision-making and problem-solving - Mind Mapping	2				
U5	U5-T1: Through Art, Music, theater, debriefing, mentoring - Group Activity/ Assignments - Discussion on field work. - Discussion on how the mentors come together as a team to implement the DREAMS program in their assigned schools. - Clarification on the role of leaders and team members.	2				
U6	U6-T1: Why do mentees need intervention - Overview and importance of youth mentoring - Key skills and attributes of effective mentors - Difference Between Counselling, Guiding, Mentoring, and Coaching	2				

Change In Syllabus [AY - 2026-27]

SOCIAL WORK

YOUNG COMMUNITY LEADERSHIP PROGRAM - (SW181AC)

PERCENTAGE OF CHANGE FROM PREVIOUS YEAR [AY - 2025-26]: 4%

Unit	Existing Content	Previous No.of Hours	No.of Hours Changed	Changed content	Reason For Change	Remarks
U7	U7-T1:Mentor and Mentee Relationship - Building and maintaining a healthy mentor-mentee relationship - How to Mentor a Teenager - Strategies and approaches for mentoring teenagers - Case studies and group discussions on effective mentoring techniques	2	2	Psychological & Physiological Aspects of Mentees (Adolescence)	Feedback of stakeholders	
U8	U8-T1: Facilitators Training - Key skills and responsibilities of facilitators - Techniques for effective facilitation - Role of Mentor - Understanding the mentor's role - Responsibilities and best practices	2				
U9	U9-T1:Softskills Training II (External Training)	2				

